

THE CONNECTICUT SCHOOL JOURNAL

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THE TESTIMONY OF PROF. HUNTINGTON IN REGARD TO JEPSON'S MUSIC READER.

During a period of twenty-five years in which I have been engaged in teaching, much of the time in schools and seminaries, I have been unable to find a text-book or music manual which would not either confuse the pupils by introducing a multiplicity of ideas in the same exercise or promote rote singing by limiting the demonstration of each principle to a single exercise, until I found the system adopted in Prof. Jepson's book, which, in my opinion, must be the one universally accepted and fostered by the public schools of our land. The intrinsic value and merit of the book has been fully demonstrated in the schools of New Haven, where it has been used for the past six years by its author, and in those of Hartford and its vicinity by Prof. R. S. True. One very important feature of the work is that it can be readily understood by subordinate teachers even though not altogether familiar with the science; and with the same preparation for each recitation which is made in every other science, music may be as effectually taught, which is shown in all the public schools where it has been adopted.

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C. W. HUNTINGTON, *Hartford, Conn.*

The following is the testimony from the principals of the public schools of New Haven, Hartford and Middletown, where the system has been tested thoroughly:

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H. E. SAWYER, Superintendent of Schools, Middletown, Ct.

I have been using "Jepson's Elementary Music Reader" for some months and am desirous of expressing my ever increasing satisfaction with it as a text book. Having been written by a gentleman who has had a large experience in this hitherto neglected but very important branch of education, it exactly meets the want felt in all schools, public or private, where music as a study is being introduced. The explanations are so simple, and the exercises so easy, progressive and attractive that the book commends itself to all who use it—and teachers with only a moderate knowledge of music will be able, by its use, to teach thoroughly and practically.

A. L. CURTISS, Teacher of Vocal Music, South District Schools, Hartford, Conn.

We have tested Prof. Jepson's "Music Reader" in the various grades of our school, and find them most admirably adapted to their purpose.

D. P. CORBIN, Principal Asylum Hill Grammar School, Hartford, Conn.

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TESTIMONY OF HON. BIRDSEY G. NORTHROP, SECRETARY OF THE STATE BOARD OF EDUCATION OF CONNECTICUT.

Mr. Benj. Jepson, the instructor of Vocal Music in the public schools of New Haven, has shown great tact and skill in teaching singing by note to even the youngest pupils in the schools of the city. His system has been long and thoroughly tested in New Haven, where it is now working admirably. Gen. Eaton, National Commissioner of Education, and Gov. English, when visiting the schools of this city, expressed their surprise and gratification at hearing children in the primary schools sing *at sight* various exercises marked at the time on the blackboard. I should be glad to find the system which has here been so successful, generally adopted. Certainly, music should be taught in all our schools.

B. G. NORTHROP,

Secretary State Board of Education.

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RALPH H. PARK, Principal of Wooster School, New Haven.

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It gives me much pleasure to testify of the success attending the study of vocal music in our school under the superior management of Prof. Jepson. Mr. J. is thoroughly qualified for his work, and enters into it with a zeal that is highly commendable. Not being satisfied, however, with what he has already done, he has conceived the idea of revising his "Elementary Music Reader," making a complete and easy gradation of exercises adapted to the wants of the younger as well as the older pupils. Mr. Jepson has already established an enviable reputation in New Haven as a teacher of vocal music, and his revised work, so admirably adapted to school use, will no doubt meet with a large sale.

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THE CONNECTICUT SCHOOL JOURNAL.

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NEW HAVEN, CONN., OCTOBER, 1872.

VOL. II.—NO. 10.

ETON COLLEGE AND SCHOOL.

—
BY MISS A. B. BERARD, WEST POINT, N. Y.
—

Few views, even in the charming landscape-scenery of England, can rival in loveliness that of those

"Distant spires and antique towers
That crown the watery glade,
Where grateful science still adores
Her Henry's holy shade ;

and those

"That from the stately brow
Of Windsor's heights th' expanse below
Of grove, of lawn, of mead survey,
Whose turf, whose shade, whose flowers among
Wanders the hoary Thames along
His silver winding way."

Well might this view have inspired that "Ode on a Distant Prospect of Eton College," the first poem which brought to the notice and admiration of his countrymen, the gifted author of "The Elegy written in a Country Church Yard." In this ode, Gray has embodied a very natural and common, one might almost say common-place, sentiment, but expressed in language so happily chosen that the closing lines of his verse have passed into a proverb for every generation since. He contrasts the bright hopes and joys of careless childhood which animate the "sprightly race"—

"Disporting on Thames' margent green,"
with the cares and sorrows which maturer years so surely bring, and concludes—

To each his sufferings : all are men,
Condemned alike to groan ;
The tender for another's pain,
Th' unfeeling for his own.

Yet, ah ! why should they know their fate,
Since sorrow never comes too late,
And happiness too swiftly flies ?
Thought would destroy their Paradise.
No more ; where ignorance is bliss
'Tis folly to be wise."

"Eton College," says the author of *The Great Schools of England*, "is eminently a poetical institution. Founded by the most pious but most unfortunate of English monarchs, at a moment when the middle ages were beginning to exhaust their peculiar force, this College, like that of Winchester has never lost its mediæval and monastic aspect.

The creation of a monarch, it has been fostered by monarchic associations, and as long as the mighty neighboring castle stands, Eton has the assurance that her own glory will not perish."

Henry VI., the royal founder of Eton, although never canonized, was regarded as a saint by all classes of his subjects, and annalist, poet, and historian have ever coupled his name with the epithets of meek, holy, or saintly. Nor will posterity feel inclined to challenge his title when she considers his liberal and far-sighted charity in the two noble endowments of Eton and King's College, Cambridge.

"Winchester is the mother of Eton," boasted a Wykehamist of the olden time. "Matre pulchrâ, filia pulchrior," (fair mother of a fairer daughter), was the ready retort which sprang from the lips of his Etonian rival. Henry VI. made repeated visits to Winchester, both when his great-uncle, Cardinal Beaufort, held the See, and on subsequent occasions, on each of which he evinced his regard for Wykeham's foundation by the presentation of some costly gift. He observed narrowly the system of studies, discipline, etc., established there, and gave proof of his good opinion of it by founding the College at Eton upon the same place, and causing to be drawn up for the government thereof a code of statutes, approximating very closely to that of Winchester.

Eton, moreover, like Winchester, was designed to be the preliminary school to a still greater foundation at one of the Universities. King's College, at Cambridge, renowned for the architectural magnificence of its roof, was founded at the same time, by the munificent monarch and, "thither," in the words of the antiquarian, Lambarde, "Eton sendeth annually her ripe fruit."

The gentle Henry had fallen upon cruel and turbulent times, when the fiercest, perhaps, of England's civil wars, that of the Houses of York and Lancaster, was raging, and men's minds were little disposed to the arts of peace. In the year 1440 the King laid the foundation of his school, calling it "The Blessed Marie of Etone beside Wyndesore." Owing to the distracted condition of the times, the work progressed very tardily, and upon the triumph of the Yorkists, and the accession of Edward IV., the Col-

lege was deprived of many of its endowments and valuable properties, and threatened with dissolution. From this fate it was saved only by the firm resistance of its able and intrepid Provost William Westbury. He did battle so manfully for the rights and privileges of his College that he finally procured a revocation of the Papal Bull for its suppression, and not long after, the King made reparation for the injuries which he had inflicted, by the bestowment of valuable lands and tenements "in free, pure, and perpetual alms" to the School at Eton. Under Henry VII. it was still further prospered and enriched, but in the reign of his successor, narrowly escaped destruction. The Royal Commissioners of Henry VIII. had drawn up an inventory of its riches, preparatory to confiscation, when the death of the monarch rescued the College from its impending fate. For the last three hundred years Eton has had no enemy to threaten either her existence or her prosperity, but has steadily grown in wealth and reputation until she has become, at this day, one of the richest and most influential educational institutions in the world.

Eton was originally founded for twenty-five scholars, but the number was afterwards increased to seventy. The Provost and seven Fellows constitute the Governing Body and exercise an all but despotic authority. Into their hands is committed the uncontrolled administration of the College funds. The emoluments of the Provost exceed \$9,000, and those of a Fellowship \$4,000 per annum. Besides these, the richest of the forty Church benefices in the gift of the College, (ranging in value from \$1,000 to \$6,000), are appropriated by the Provost and Fellows of Eton: the more inconsiderable livings are distributed among their relatives and friends. So lucrative has the office of Provost of Eton ever been regarded, that high dignitaries in Church and state have sought its possession. In the days of Henry VIII., Sir Thomas Wyatt begged that monarch to bestow it upon him "as a living of one hundred pounds a year, *more than enough*," and when his enemies had procured his disgrace at Court, the great Lord Chancellor, Sir Francis Bacon, petitioned James I. to be appointed Provost of Eton.

The king's scholars (formerly called Collegers: the change of title was made by command of King George the Third), are now elected after a severe competitive examination conducted by the Provost, Vice Provost and Head Master of Eton, with the Provost and two Fellows of King's College, Cambridge, and are considered intellectually the elite of the School. They receive their education and

maintenance at the expense of the Foundation. Within the last thirty years a steady improvement has taken place in the condition of the King's Scholars. Before that period they were illy lodged and worse fed. No breakfast was provided for them; their dinners consisted solely of mutton, and supper served in the Hall at 8 o'clock in the evening was so meager that the boys were obliged to procure food from the town or go hungry to bed. Now bread butter and milk are provided at breakfast, and tea and sugar can be procured at a trifling charge. For dinner they have roast mutton five days in the week, and roast beef the remaining two, together with vegetables and beer. On alternate Sundays they have plum and suet puddings, and in Summer fruit tarts. At 9 o'clock in the evening is served to them a supper of cold meat, generally mutton. The supply of food is ample, but the want of variety is a source of great complaint especially on the part of the younger boys.

The number of New-Foundations who are called Oppidans at Eton is 770, while that of the King's Scholars never exceeds the old limit of seventy. In the statutes of the College there was provision made for instruction in Grammar, &c., of the sons of noblemen and others, independent scholars, who might at their own expense, avail themselves of the privileges of education afforded by the foundation. "Little could the Founder of Eton have imagined that a time would come when his splendid charity, so carefully formed, constituted, and endowed, should become the subordinate adjunct of a grand patrician seminary." Yet so it is. Eton College, says the Commissioners of Education in their Report "has become, in fact, an accessory to Eton School." The New-Foundations other than the children of parents, resident in the neighbourhood, are received as boarders by the Masters and other persons, and these boarding houses number thirty in all. Formerly they were kept principally by ladies, but at the present time there are only four "dames' houses" as they are locally called, left in the town.

The general arrangement of the school in forms, and the curriculum of study, resemble, allowing for some special modifications, those of Winchester. We will not therefore enter into any particulars concerning them.

The election to a Fellowship at King's College is the great prize held up to the ambition of an Etonian. Such a Fellowship is eligible only to a King's Scholar, and the annual election, when from twelve to twenty of the head boys are put on the roll to succeed as vacancies may occur in the College at

Cambridge, is the great event of the year. Other prizes of various degrees of value are open alike to oppidans and foundationers.

Eton College is quite famous for the number and variety of its sports. Surrounded by so much natural beauty, it is not surprising that the lovers of the picturesque, the quiet, dreamy and poetic spirits, should find ample resources of enjoyment, amid the still beauty of Runymede, or the cascades and ruins of Virginia water; whilst for more active and stirring natures, the cricket-field and the river afford abundant means of diversion and excitement. The queen of sports at Eton is that of rowing, and, undoubtedly, the greatest man in the school is the Captain of the boats, and next to him, in college estimation, stands the Captain of the Eleven.

"Thames, Cam and Isis," writes an enthusiastic champion, "proclaim the glories of her eight oars, whilst the weekly races, during the summer season, and the annual procession of the boats to Surley on the 4th of June, are sights which no country in the world but England can show or can appreciate." The adoption of the rule that no boy be permitted to go on the river, who has not "passed" in swimming, the careful examination made by a committee of the Masters, has put an end to accidents, which before the establishment of this rule, had not been infrequent.

The holidays at Eton are even more numerous than at Winchester. Besides the regular ones at Easter, Christmas and at Election, which, taken together, comprise fourteen weeks, lacking only two days, of each year, there are two weekly half-holidays; every Saints' day is a holiday; the eve of every Saints' day is a half-holiday, and as if this were not allowance enough for recreation, and relaxation from study, half-holidays are improvised in celebration of any event which could, by possibility, furnish an excuse for the same. A birth in the family of a Fellow, the conferring of any distinguished honor upon a member of the College, the visits of eminent personages, &c., are all occasions upon which they may be obtained.

High upon the list of celebrated Etonians stands the name of William Waynflete, her first Master, to whom, even more than to her royal founder, Eton stands indebted for her early prosperity. Waynflete, having filled with great ability the office of Head Master at Winchester for nearly 12 years, was, in the year 1440, removed by Henry VI. to his foundation at Eton. He was made Head Master and two years later was installed in the office of Provost. Subsequently, through the warm patron-

age of the King he was elevated to the See of Winchester. Waynflete seems in every respect to have emulated the spirit and conduct of his distinguished predecessor William of Wykeham. Like him, he is the founder of one of Oxford's most venerable and beautiful structures, that of Magdalen College, and even whilst engaged in this munificent work—he was not unmindful of the foundation at Eton, for, according to the historian Leland, "a good part of the buildings of Eton College accrued by means and at the expense of Waynflete, for he was a great favorer of the work begun by Henry VI., but left very imperfect and rawly."

In almost every department of the world's work, Etonians have achieved distinction. Among statesmen and diplomatists the College lays claim in earlier days to Sir Francis Walsingham, and her admirable Provost Sir Henry Wolton, (of whom Robert Boyle, his pupil, says that he "was not only a fine gentleman himself, but very skilled in the art making others so), and in later times down to our own day, she boasts such pre-eminent names as Pitt, Fox, Grey, Canning, Earl Derby and Mr. Gladstone. Among soldiers and sailors she has Sir Humphrey Gilbert and Earl Howe, Cornwallis and Arthur, Duke of Wellington. "The honor of having educated Richard Porson would, of itself, confer imperishable renown upon Eton College," says the author of "The Great Schools," and when we add to this distinguished name those of Boyle, Banks, Walpole, Fielding, and Hallam, we may well confess that Eton College has no slight claim upon the gratitude and admiration of the English-speaking race.

HEART EDUCATION.

BY MARK PITMAN, A. M., NEW HAVEN.

"We have fallen into the very grave error of educating the *head* at the expense of the *heart*."

Thus writes a contributor in a former number of the JOURNAL; thereby indicating that one educator, at least—let us hope there are many such—has not forgotten that there is a *moral nature* to be educated, as well as an *intellect*.

A complete education must have reference to all the powers, needs, responsibilities and destiny of the Being to be educated. Is he endowed with senses fitted for receiving impressions from external nature? These senses should be trained and quickened. Is he possessed of memory, which, if properly disciplined, will be able to retain such im-

pressions for future use? Has he capacities for comparing, reasoning, judging, yet waiting development?

All these powers are to be educated up to the measure of their high possibilities.

But, further, by virtue of his constitution, he is in a state of constant need. He has needs that relate only to his physical structure, that are to be supplied by intelligent action on his part. He has needs, also, pertaining to his spiritual nature, that demand the exercise of yet higher wisdom and skill. He is so placed as to be in a measure responsible for the pleasure or pain of those about him, as well as for his own happiness or misery. He is destined, moreover, to an endless existence, for which his whole present life is a pupilage and preparation.

But the limits and design of the present paper, forbid any attempt at a complete analysis, of the nature of the mind, or the work of the *mind builder*. Enough has been said, however, to indicate that a system of Education must be radically defective, that develops only the intellect, while it ignores the sensibilities, conscience, will, all those elements of the nature which we comprehend in the term *heart*.

It must be acknowledged that educators have been, and are still, giving great attention to that training of the mind which has exclusive relation to its intellectual part. And in our best schools a good degree of success, in this department of the work is attained. Doubtless there is, even here, ample room, yet, for improvement; but we are not disposed to find overmuch fault with the teachers of the present day in this regard. A large proportion of them, with praiseworthy earnestness and devotion, seek to find out and apply the true philosophy of educating and developing the purely intellectual powers.

No other calling demands such profound knowledge and such consummate skill, and no class of workmen, at least in our country, labor more faithfully and conscientiously. Educators are grappling earnestly, and somewhat successfully, with the problem, how to prepare the incoming generation to be acute thinkers, and skilled workers, in all the departments of thought and enterprise. But there is, nevertheless, too much basis for the statement which stands as a text at the head of this article. The young are taught with great zeal in everything where the head is concerned, while the sensitive part of our nature, the moral emotions, the affections, have been left too much to take care of themselves.

Under such training, children grow into men and women, who consider objects and actions chiefly as they have relation to themselves; who look at things in the aspect of their desirableness; who ask not, what is right; what is just to others; what is promotive of my own highest good; but, what will give me the most present pleasure; who cannot regard objects and acts as they relate to right principles; who cannot fix their eyes on the sublime feature of the *rectitude* of things.

All this is lamentably wrong. The educator who leaves the moral nature uncultivated, however faithful, however conscientious, however skillful he may be in developing the reasoning faculties, and storing the mind with facts, fails utterly in the most important and most sacred of his duties. Leave out of the constitution of man, conscience, which is very much the product of education, and you deprive the mind of one-half, and that the nobler half of its motives to action. Benevolence, so far as it is not a mere instinct, degenerates into an enlightened selfishness; and all the moral sensibilities are correspondingly depraved.

The pernicious consequences of neglecting the education of the heart, have been experienced in widely spread social corruption and misery in those countries where the doctrine of Rousseau has prevailed, viz: "That children and youth are incapable of receiving moral and religious ideas, and of sustaining character on moral principles,"—a doctrine as false in fact and philosophy as it is deleterious in practice.

The New England character of to-day, individually and collectively considered, differs greatly from that of a century, or even half a century ago. In some respects it has, perhaps, improved, in some particulars it has doubtless deteriorated. Of course it is not claimed that the praise or blame arising from this change belongs to the schools alone, only that a high degree of responsibility in relation to the matter rests upon them.

Take a single trait of character in which the change has been very marked, for example the *reverential* spirit. That homage which the mind pays to power, wisdom, unchangeableness, mystery. Such is the constitution, that the unperverted involuntarily renders this homage wherever these attributes exhibit themselves.

Reverence, in its highest manifestation, is that complex feeling of awe, adoration, and humility awakened us by the contemplation of the Supreme Being, and our relations to him. In a lower degree, it is justly due to magistrates, to parents, to age, to

antiquity, to superiority. The sublime principles of rectitude, which the law embodies, and the divine commission of the religious teacher naturally challenge and properly receive this tribute.

But the spirit of reverence for the past, for the teachings of the fathers, for things sacred, owing to perverting influences, which are operating on the minds of the young, has largely disappeared from the American character. This it was, that in former times begot "that generous loyalty to rank and sex, that proud submission, that dignified obedience, that subordination of the heart, that unbought grace of life, that nurse of manly sentiment and heroic enterprise," the glory of the chivalric ages, the loss of which by the French people was lamented by Burke in eloquent terms. The reverential temper of mind lies at the foundation of all that is ennobling and elevating in human character. It not only holds us in a fitting attitude towards the Supreme Being, but it underlies all just appreciation of our relations to the divine government, to human laws, to our country, to society. It is the soul of virtue, without it there cannot be a good ruler, a good citizen, a good man. It is no less important to the parent than to the child, to the teacher, than to the pupil.

It is the source and preserver of a whole family of the lesser virtues, such as a modest estimate of one's own worth and opinion; due respect to age, office and authority; scrupulous regard for the rights of others, and forbearance towards their faults and prejudices. The practice of these virtues, while it affords a constant preparation for the higher moral duties, recommends and sets off every talent a man may be possessed of. And the literature of every cultivated people is full of sentiments approving these graceful and refining qualities.

Horace has some lines touching this point, which have been thus translated:

"They, that do much themselves deny,
Receive more blessings from the sky."

The sentiment of the ancients in respect to deference for age is well expressed in the familiar anecdote of an occurrence in an Athenian theatre. An old man had come too late to obtain a seat suitable to his age and rank. Endeavoring, in vain, to find a place among the young men of his own country, he made his way towards the seats occupied by the Lacedaemonians, who rose up, to a man, and with the greatest respect proffered him a place among them.

The Athenians, touched with a sense of the beauty and propriety of the act, gave a thunder of

applause. The old man hearing this cried out, "The Athenians *understand* what is good, the Lacedaemonians *practise* it."

But the most eminent of the ancients went further than this. They believed reverence and modesty to be unfailing accompaniments of true talent and real worth. Cicero tells us that he never liked an orator who did not give evidence of some little trepidation in the beginning of his speech, and confesses that he himself never entered upon an oration without trembling and concern. Pliny the greatest lawyer and most eminent writer of his age, was noted for his generosity in assisting young men of his own profession into public notice and favor. Yet he assures us that he never aided those who did not manifest this diffident temper. Obviously, a proud and self sufficient mind can have but little acquaintance with, and no just appreciation of the powers and products of other minds.

Our New England forefathers united to the sturdy elements of their character, that spirit of loyalty and unquestioning submission to an invisible sovereignty that inspired all their purposes with an air of sublimity,

And the system of training to which their children were subjected was fitted to implant the same principle in them. The profound respect for parental authority which their rigorous system exacted, the awe which they were taught to feel in the presence of the clergyman and magistrate, the deference they were required to pay to age and authority; reverence for the name of God, for the Sabbath, the services of the sanctuary, the Holy Word, daily and hourly instilled, directly and incidentally, were adapted to produce a mighty moulding influence upon the young mind.

Whatever deficiencies or deformities there may have been in the typical New England character of those days,—and we do not deny that there were defects—here was a redeeming and ennobling element, suffusing and coloring the whole character, affecting the whole mode of feeling as well as action, an element of strength and symmetry not less than of external beauty which is almost wanting in the modern type. Other essentials of a perfect character might be adduced that have been lost sight of in modern training of the young, but this is sufficient for the illustration of our text.

We expect the architect to apply to all parts of his work, equal wisdom and faithfulness. We cannot forgive him for leaving one portion of the edifice a shapeless ruin, because another part has been built with care and skill. We cannot excuse

him for neglecting to provide for the more important uses of the building, because he has secured the lesser good. No excellence in a few particulars can be allowed to atone for want of strength, symmetry, and adaptation to the great object for which the structure has been reared. Shall we be less exacting in our acquirements of the MIND BUILDER?

TEACHERS' EXAMINATIONS, ARE THEY OF ANY USE?

BY W. WOODBRIDGE, BROOKLYN, CONN.

My experience as a School Visitor, extending over several years, has led me to embrace what are probably extremely heterodox views regarding the utility of the examinations to which our law requires school-teachers to be subjected; and accordingly I was pleased to find in the August number of the JOURNAL an article so nearly coinciding with my own opinions on the subject. As "Crusoe" has broken the ice, I will take the liberty to enlarge the opening a little, hoping to promote, in some small degree, any movement tending to break up the solid crust of a usage "more honored in the breach than in the observance."

What are Boards of Education expected to ascertain by means of examinations? The answer is as ready as a borrower's cap; namely, the competence of the candidates. But how is this to be ascertained? The law says that we must be satisfied with their ability to teach certain subjects; and this satisfaction is to be obtained by requiring them to run the gauntlet of a series of questions on these subjects, the certificate being the prize which a successful run will secure. The Examining Board of "Crusoe," sometimes—let us hope not often—a fearful reality, testing teachers as fire-arms are tested, by trying them with charges several times heavier than they are expected to hear in actual service or even a Board possessing more common sense, questioning in such a way as to bring out the candidate's real knowledge,—both, from the nature of the case, must fail in determining the extent of his ability to teach. For the possession of knowledge and the teaching power are two very distinct things, as painful experience is continually proving. Cases like those mentioned in the article referred to are frequently occurring. Candidates may pass, "so as by fire," and yet prove to be excellent teachers, while some, who triumphantly pass their examination fail to bear the severe test of the school-room.

It is my belief that the teacher, like the poet, is born; not made: although it must be admitted that even a small spark of teaching-genius may be fanned into a light of respectable brilliancy.

School Boards are of course desirous to arrive at correct conclusions concerning the qualifications of the candidates before them, but they are very much in the condition of one who should try to judge of the skill of a mechanic by examining his stock of tools. Indeed, the case of School Boards is worse; for they can examine only a part of the teacher's equipment. What can they know of his patience, his power to inspire scholars with a love of study, his ability to gain their respect and affection, his general influence for good; in short, of all those qualities that go to make a real teacher, in the absence of which, any amount of book-knowledge is but as "sounding brass or a tinkling cymbal?" The examiner of "Crusoe," in the instance he has mentioned, was a very sensible man, and his good sense could hardly have been questioned, even had he omitted the use of the small reading-book.

One who wants a piece of furniture made, judges of the ability of the cabinet-maker by the work he turns out; and a similar principle might be adopted with advantage in employing teachers. Let them enter upon their work without a preliminary examination, but with the understanding that whoever fails to discharge his duties to the satisfaction of the School Board will be promptly dismissed. In other words, the teacher's ability should be tested by what he accomplishes in the school-room, and not by his power to answer a series of questions, however judiciously devised.

It might be objected to this plan that without the sifting process of examination, the proportion of incompetent teachers in our schools would be increased. But, on the contrary, most persons of much experience in examinations are led to regard them as by no means trustworthy in their results. Some years ago, the Board of Visitors of which the writer was and is a member, examined several teachers for the winter schools, all of whom passed the ordeal most creditably; and yet those schools, as a whole, were miserably taught. And on the other hand, want of self-possession on the part of candidates, or a confused or otherwise injudicious method of examination, not unfrequently prevent candidates from doing themselves justice. In fact, if a teacher who has taught before, and can show a good record, presents himself for examination, most Boards would rely upon this far more than on the examination.

A first-rate teacher will succeed in any school ; but there are many of a lower grade, yet of quite respectable ability, who will do well in one school and not in another. They are like almanacs, suited only to particular latitudes ; and no examination will determine their fitness for any specified situation.

These views are radical, and may seem to some even absurd ; but they were not hastily formed, and the writer would be glad of an expression of opinion on the subject from school officers and educators. Perhaps this part also of our school-sytem is susceptible of improvement.

VACATION.

BY ANNA C. BRACKETT.

When did we go to the Michigan woods ?

I only know

That the air was sweet with the low white clover,
And the honey-bee, the wild free rover,
Had never far to go.

How long did we stay in the Michigan woods ?

I only know

That the fireweed flamed crimson higher and higher,
Till only one blossom crowned the spire,
While below the seeds lay side by side,
Ready to fly out far and wide

As the winds might chance to blow.

How long did we stay in the Michigan woods ?

I only know

That the elder-blossoms grew white, then brown,
Then the scarlet berries hung heavily down,
Over the green below.

How long did we stay in the Michigan woods ?

I only know

That the thistle flung open his armor green
Till his purple silken vest was seen,
Then changed to a fairy in gossamer grace,
That brushed with her silvery robes my face,
As she floated high and low.

When did we leave the Michigan woods ?

I only know

That clusters of asters, purple and white,
And the golden-rod, like a flash of light,
Had set all the roads aglow.

When did we leave the Michigan woods ?

I can only say

That the yellow poplars trembled over
Where the weary bee hunted in vain for clover
The morning we came away.

—American Journal of Education.

HISTORY OF PLAINFIELD ACADEMY.

BY REV. L. BURLEIGH, PLAINFIELD.

Plainfield Academy sprung from a local grammar school organized in 1770. In that year several

gentlemen associated themselves for the purpose of providing improved facilities for the more complete education of the youth of the vicinity. They erected a brick schoolhouse of respectable size, for the accommodation of pupils. For several years, instruction was given in English studies only, as no classical department was thus early organized.

In April 1776, Isaac Coit Esq., one of the original proprietors of the school, deceased, leaving a legacy of two hundred and fifty pounds, (\$833 $\frac{1}{3}$), the annual interest of which was to be applied to the maintenance of a Latin or Grammar School in the New Brick House in Plainfield ; and more especially for the benefit of poor children of good genius, whose parents are not able to give them suitable learning. This legacy was unavailable, till the death of Mr. Coit's widow in 1786.

The unsettled condition of the country in consequence of the war of the Revolution, caused some delay in the organization of a classical department, and instruction in the ancient languages appears not to have been given till 1778, when the justly distinguished Ebenezer Pemberton, Esq., became Rector or Principal of the Academy. Ebenezer Pemberton, (afterwards honored with the degree of LL.D.) was the son of Hon. Samuel Pemberton of Newport, R. I., and Nephew of Rev. Ebenezer Pemberton, D.D., of Boston, by whom he was adopted and educated with a view to the sacred profession. He graduated with honor at Princeton, N. J., in 1765, at the age of nineteen. In 1769 he was a tutor in the College from which he graduated. He soon after entered upon the study of Theology with Rev. Samuel Hopkins, D.D., of Newport, and was subsequently licensed to preach. But from physical sensibility and religious scruples, he could never be persuaded to preach. Soon after, he turned his attention to the study of Law, and in 1777 was admitted to the Bar of Rhode Island. He found the duties of his new profession as uncongenial to his tastes as were those of his former choice to his convictions and feelings, and he was easily induced to devote his life to the loved duties of a teacher. Nor were his studies of Law and Theology superfluous when added to his rare classical and scientific acquirements ; for teaching is a pursuit in which knowledge is never at a discount ; the broadest culture is none too broad for the complete education of the teacher.

The advantages of his unsurpassed attainments were at once apparent upon his assuming the position of Principal of Plainfield Academy. The school rose to public notice and became very

flourishing. It had no superior at the time, on the continent of America. Students in great numbers flocked thither from all parts of the country, and it became necessary to enlarge their accommodations. In 1782 a larger building was erected and opened to pupils, and, during the same year, a third edifice was commenced and soon after finished, which completed the arrangements of the Proprietors for the accommodation of the school.

At a special session of the General Assembly of the State of Connecticut, in January 1783, the Proprietors made application for an act of incorporation, and presented the following

MEMORIAL :

To the Honorable, the General Assembly of the State of Connecticut, in America, to be holden in Hartford, on the 2d Wednesday of January, 1783, the Petition of the Subscribers, inhabitants of the town of Plainfield, in the county of Windham, Proprietors of the Academy of Plainfield, Humbly Sheweth :

That your petitioners, sensible of the vast importance of literature, have, for the encouragement thereof, been at great charge and expense in erecting in said Plainfield, suitable buildings for the reception and accommodation of the youth that should be sent to said Academy for education ; namely, one good and convenient brick house, 44 feet long and 24 broad, and an elegant new hall, or house, 50 feet long and 30 broad, and that they are preparing to erect another house, 40 feet long and 20 broad, all which buildings are appropriated to the use and benefit of said Academy forever. And they beg leave further to inform your honors, that said Academy, or School, is in a most flourishing situation, beyond the most sanguine expectation of your petitioners—that there are now, and for some time past have been, one hundred and upwards, of youth, members of said Academy, from this and neighboring states, exclusive of a large number of youth belonging to said Plainfield.

And knowing order and government to be necessary to the welfare of all societies, they have formed certain rules and regulations for the due management of said Academy, whereby a number of judicious and proper persons, not exceeding thirteen, are by the Proprietors annually elected Directors thereof, who are invested with ample power to appoint a Rector, and such number of tutors and ushers as may be expedient for the service thereof ; and to make all such laws and orders as may be necessary and conducive to the prosperity of the same, and

transact all other matters and things which they may lawfully do relative to said Academy.

And they beg leave further to inform your honors, that notwithstanding the infant state of said Academy, some foundation has been laid for a fund for the benefit of the same, which they are encouraged to hope from the utility of the institution, will, in future, be increased by the charitable and benevolent.

And whereas, your petitioners are not a legal society, nor known by the laws of this state as such, which is absolutely necessary in order to the safety and well being of said Seminary, and their being capable of the tenure and disposal of lands and bequests for the use of the same, your petitioners therefore beg leave to solicit that friendship and patronage from your honors, which it has been the wisdom of legislatures to vouchsafe to institutions of this kind, and which they are encouraged to hope for from the high sense they entertain of the friendly dispositions of your honors in particular towards learning and virtue.

Wherefore, your petitioners pray your honors to take their case under wise consideration, and to resolve and enact that the Directors of said Academy, and their successors, be forever hereafter a body corporate and politic, distinguished by the name of the Directors of the Academy of Plainfield, and that they be able by said name to have and enjoy lands and bequests, to and for the use of said Academy, and appoint all such officers as they shall judge expedient for the service and benefit of the same, and that they may be empowered, from time to time, to make and establish all such laws and orders as may tend to the good and wholesome government thereof, and to the prosperity of the said Seminary, and that they be binding on the scholars, officers and ministers thereof, provided always, such laws and orders be not repugnant to the laws and statutes of this State.

And your petitioners, as in duty bound, shall ever pray.

PLAINFIELD, JAN. 13, 1783.

John Douglas,	Phineas Pierce,
Ebenezer Pemberton,	Jeremiah Kinsman,
Joseph Eaton,	Joshua Dunlop,
Samuel Fox,	Abraham Shepard,
Elisha Perkins,	Isaac Knight,
William Dixon,	Hezekiah Spaulding,
Jabez Denison,	Abel Andrews,
Samuel Hall,	Timothy Pierce,
Joseph Shepard,	John Cady,
John Cleveland,	Jabez Tracy,

Elias Woodward,	Ebenezer Eaton,
Oliver Spaulding,	John Pierce,
George Dorrance,	Ezekiel Fox,
Jeduthan Stevens,	Andrew Backus,
Ebenezer Copp,	Isaac Morgan,
Nathaniel Satterlee,	Benjamin Prior,
Ezra Spalding,	William Robinson.

We insert these names that descendants of these signers may enjoy the pleasant memorial of the part their fathers took in making a wise provision for a higher education for the then rising generation.

At the time the above application was made, the following were

DIRECTORS.

Mr. Ebenezer Pemberton, Rector of Plainfield Academy.

Hon. Samuel Huntington, Norwich.

Hon. Eliphlet Dyce, Windham.

Rev. Levi Hart, Preston.

Rev. Joseph Huntington, Coventry.

Gen. John Douglass, Plainfield.

Major Andrew Backus, "

Elisha Perkins, Esq., "

Mr. William Robinson, "

Mr. Samuel Fox, "

Capt. Joseph Dunlop, "

Mr. Ebenezer Eaton, "

Mr. Hezekiah Spaulding, "

The above memorial was received respectfully by the legislature, but from the press of business, was postponed to the May session of 1783, and again to the May session of 1784, when an act of Incorporation was passed, constituting the above-named "gentlemen of Plainfield, with such others as the Proprietors shall elect, (not exceeding thirteen in the whole,) a body corporate and politic, by the name of The Trustees of the Academic School in Plainfield," and investing them and their successors with ample powers to manage the affairs of the school.

Plainfield Academy stands in the front rank among early chartered institutions in Connecticut, only two academic schools having been previously incorporated, namely, the Union school in New London, in 1774, and the Staples school in Weston, (now Easton,) in 1781. It has been claimed for Phillips Academy, Andover, Massachusetts, (incorporated in 1778,) that it is the oldest incorporated academy in New England; but that at New London was four years earlier.

The population of Plainville was only fifteen hundred in 1780. It speaks well for their intelligence and enterprise, that, with their moderate

wealth, they should succeed in establishing such an institution; and especially that, under the pressure of war, with its burdensome levies of men and money, and the consequent prostration of business from which they suffered as heavily as other towns, they were yet able to erect three large and commodious schoolhouses, which were vastly superior to most similar structures of the same period.

Two of these buildings yet survive, one as a public schoolhouse in White Hall district, and the other as a dwelling house, into which it was changed about forty years ago.

The brick house was demolished several years since, and the brick used in constructing the present village schoolhouse in Plainfield.

YOUNG TEACHERS' DEPARTMENT

MONITORS. NO. I

BY L. L. CAMP, NEW HAVEN.

It is the abuse, and not the correct use, of the Monitorial System that has, in some schools and in some communities, brought contempt and disgrace not only upon the monitors themselves, but upon the schools in which the system has been used.

Believing, as I do, that a proper use of monitors is beneficial to all parties, educating the older and best pupils to become successful teachers, and all the school to love order, and to respect and honor merit wherever found, allow me to suggest some plans which have forced themselves upon me during an experience of over twenty years in a school-room.

I will first allude to monitors of Department, and the method of appointing monitors.

A few general principles should be thoroughly understood by teachers, pupils, and parents, at the outset.

1st, That monitors have no inherent powers, that they control entirely by proxy,—that any power they may have, is delegated to them, for the time being by the Principal or Teacher, and may be taken from them at any moment for transcending their powers, as well as for not performing their duties faithfully.

2nd, That a monitor must never touch or scold a child. They can tell the children under their charge, if desired, what the teacher wishes or expects of them, and report all delinquents,—nothing more.

3rd, That a teacher should never punish a child merely from the report of a monitor. They are not executive officers, but are as skirmishers sent out to see where there is danger, and report to headquarters.

4th, The appointment of Monitors should depend entirely upon merit, and not upon favoritism or outside influences.

Monitors should be reappointed as often as once a month, and in some instances it is best to change weekly.

An accurate record of the deportment of each pupil should be kept for a week or month, as the case may be, at the end of which time their names should be arranged according to rank in deportment, without regard to scholarship, except when two or more stand alike in deportment, then scholarship should decide their rank.

A list of all the monitors needed in and around the school should be made out, with the duties of each plainly defined.

Then from this list the best pupils should be allowed to select the places they choose to fill for the next month, according to rank.

These monitors should each receive, at the time of appointment, a card with every duty and requirement plainly written out, and then be held strictly accountable for the faithful performance of every obligation.

Privileges of some kind, like giving them half an hour a week to themselves, or a feast of refreshments, or a social gathering once a month, should be granted the monitors, so that it would be considered by all the school to be not only quite an honor, but a pleasure and a privilege, to act as monitor.

They might also be furnished with pins, or badges, which would give them the privilege of coming into the school-room early, before the other children are permitted to enter.

Great care should be taken in the selection of monitors; but when once appointed, they should be sustained and honored by teachers and pupils, unless found unfaithful, in which case they should be changed and disgraced without fear or favor.

A FEW FIRST STEPS IN DRAWING.

BY MISS C. D. BROWNING, NEW BRITAIN.

Our nation is annually paying millions of dollars to German and English Designers; because we have no trained Designers among our own country-

men. The people are beginning to arouse themselves in regard to this thing, and laws have been passed in some states requiring Drawing to be taught in all their public schools.

Connecticut has been considering this matter, and will, we trust, be not far in the rear.

The time is coming when not a teacher will be employed in our schools who is not qualified to teach this important branch.

Our instructors must, then, be educated in this department as in others. Truly one cannot be said to have a liberal education, unless he knows something of this branch.

Considering these facts, as well as the fact that the teachers of our schools are, many of them, earnestly seeking some knowledge of this branch, and also a good method by which to present the subject to their pupils, we will give a few suggestions upon the nature of the work in its earliest stages.

It should not be our aim to secure from pupils fine pictures mainly, but to call the inventive powers into activity, and to teach in such a way as to encourage designing.

The work is to consist of black-board and paper drawing. We will first notice the work to be done on the black-board, which should always be kept in advance of the work on paper. Black-board drawing is introduced, because by means of it there is secured a certain freedom of power, which can in no other way be attained. If one can draw long lines of good quality on the board, he certainly will be able to draw well, short lines, such as are required to be drawn on paper.

We will suppose that you are to teach a class beginning this study.

First teach the topic Straight line. Represent upon the board a straight line. Ask what you have represented. You will, without doubt, receive the answer, a line. Call one of the class and ask him to find a place where the line changes its direction. He can find no such place. Then you will ask of the class what James has found to be true, of the line represented.

Class answers. That it does not change its direction.

Such a line, (you then say,) is a Straight line. Mary, define a Straight line.

Mary. A straight line is a line which does not change its direction.

Have also described and named,

Vertical line.

Horizontal "

Right Oblique "

Left Oblique line.

Parallel lines.

The pupils now understand the terms to be used, and are ready to begin their work.

Direct them to draw on the board, ten vertical lines eight inches long, one and one-half inches apart.

These lines should be at least eight inches long ; for the longer the lines the better the practice.

The pupil should be required to make a study of this lesson, as of any lesson, otherwise his time will be little better than wasted. Half an hour, each day, spent in practice will be sufficient to learn the lessons well.

The pupil is to study the length of the required lines from the rule, with which he is to be provided. (A foot rule is best for this purpose.)

Some say that the pupil should not have a rule, for fear that he will depend upon that for his measurements, instead of his eye. But from what source, we ask, is he to gain correct ideas of certain lengths, unless he can study those lengths?

Still, if we put a rule into the hands of a child, we must be careful that he makes all measurements by means of his eye, until he is satisfied that the line has the required length. Then you will allow him to test the line by means of his rule. He finds, perhaps, the line to be too short. He again notices the proper length, and will be more accurate in future.

The pupils should be required to stand far from the board, and to draw at arm's length. Then a slight movement at the shoulder will command a long line, while drawing with the arm bent would require a greater exertion of muscle.

The crayon should be held at right angles with the line ; then while drawing, one can see its whole length. Turn the crayon while drawing a line, so as to bring a sharp edge upon the board. Never draw with a worn end of the crayon. If you cannot find a sharp edge, break a small piece off, and you have again a good edge. We do not mean a point, but such an edge as you will get from breaking the crayon.

Allow no faults to be repeated. Correct bad habits as soon as they appear ; such as standing too near the board, holding the crayon in the wrong position, making broad, soft and weak lines.

All lines on the board are to be bright and firm.

After each lesson has been placed upon the board, direct the attention of the class to some simple object which is bounded by straight lines, as a box cover, a book, a pane of glass in the window, a door

panel, a frame, and any one of a great variety of geometrical figures cut from paste-board. The class may be required to place drawings of these objects immediately upon the board. You will find them delighted with object drawing.

The next step should consist in drawing longer lines—twelve inches long. It is essential that the pupil should know this length thoroughly. We would, therefore introduce it as early as possible. Let the lesson consist of ten lines, twelve inches long, and one and one-half apart.

The teacher will count while the lesson is being placed upon the board. This will afford a proper length of time for the drawing of each line, and also secure regularity of movement.

Another step. Ten lines, twelve inches long, with divisions. First dividing into two equal parts.

This kind of work serves to train the eye. Here the teacher will need to spend more time than usual with criticisms, which should be given first by the pupils, then by the teacher,—he giving those unnoticed by the pupils. The pupils should be encouraged to criticise, not only their own work, but also the work of their mates. Remember, the eye is acquiring its education, and that criticisms are helpful. Divide some of the lines into three, some into four, and some into five equal parts. When making four divisions of a line, divide first into two equal parts, then each of these parts into two equal parts. To divide a line into five equal parts. Make two equal divisions, and divide each into two and one-half equal parts. Give many exercises of this kind.

We now advance to a new topic. Horizontal lines. These lines are usually found to be more difficult to draw, than the vertical ones ; hence they find their place in advance of the vertical lines.

Ten horizontal lines 8 in. long, $1\frac{1}{2}$ in. apart,

Ten " " 12 " " $1\frac{1}{2}$ " "

Ten " " 12 " " $1\frac{1}{4}$ " "

with divisions as of vertical lines.

Ten right oblique lines, 8 in. long, $1\frac{1}{2}$ in. apart, to slant 45 degrees. The tops and bases of these are to form horizontal lines on the board.

Ten left oblique lines, 8 in. long, $1\frac{1}{2}$ in. apart, to slant 45 degrees. Oblique lines need much practice.

After these lessons have been practiced faithfully, the pupils are ready to combine lines.

Four combinations of two lines each. No forms of letters are to be copied, nor are they to repeat a combination by changing its position.

These combinations are each to be original with

the pupils. They are to give the lesson such a preparation as will enable them to place it upon the board without hesitation, when called upon to do so.

4 combinations, 3 lines each.

4 " 4 " "

The pupil has hitherto worked with few lines. He has acquired skill as well as taste in combination. He may now study a design, using as many lines as he chooses, but he must observe some rules which you give to him. The design is to have a center piece, and four main arms. These arms are to be alike. Alternating with the arms four other arms which are to be alike. We shall have introduced three kinds of combinations, which must furnish strong contrasts, that the effect may be pleasing.

The children will never tire of planning and practicing combinations and designs, if they are furnished with a variety of directions, and are properly led on and encouraged.

It is well to let the lesson for each day consist of a review and an advance.

ENUMERATION OF TOPICS:

- 10 vertical lines, 8 in. long, $1\frac{1}{2}$ in. apart,
- 10 " " 12 " " $1\frac{1}{2}$ " "
- 10 " " 12 " " $1\frac{1}{2}$ " " to be divided into 2, 3, 4, 5, equal parts.
- 10 horizontal lines, 8 in. long, $1\frac{1}{2}$ in. apart,
- 10 " " 12 " " $1\frac{1}{2}$ " "
- 10 " " 12 " " to be divided into 2, 3, 4, and 5 equal parts.
- 10 right oblique lines, 8 in. long, $1\frac{1}{2}$ in. apart,
- 10 left " " 8 " " $1\frac{1}{2}$ " "
- 4 combinations of 2 lines each.
- 4 " " 3 " "
- 4 " " 4 " "

A DESIGN IN LINES:

Simple objects bounded by a few straight lines, should be introduced at every lesson.

DRAWING ON PAPER.

Black-board and paper drawing should alternate with each other; for the one tends to improve the other.

Any lesson should be given first on the board, then on paper; because the pupil is not as free with his own work upon paper, as with the lines upon the board, for here he knows a line may be easily erased, and another one drawn. Not so with lines drawn on paper. When these are erased, the surface of the paper is often injured, so that good lines can not be drawn upon it.

The room must be well lighted. The North light being the most steady, is preferable.

Materials for drawing on paper. One H. drawing

pencil, which is not to be used after it is as short as five and a half inches.

A sheet of drawing paper for practice.

A pencil eraser.

A pocket-knife.

A drawing-book, in which the pupil is to draw the lessons, after having practiced them thoroughly upon the practice paper.

The body is to be erect. The ends of the fingers are to be no nearer the point of the pencil than two and a half or three inches. One who holds the pencil with the fingers far back from the point, will require greater power in its use than if he allows the ends of the fingers to come near to the point. Encourage the pupil to move often the point of the pencil slowly over the space where he is to draw a line. Then he knows he has perfect control of the whole line, and he will draw with more firmness.

Correct faults as soon as they appear.

The course for drawing on paper is similar to that for the black-board. The lines are necessarily shorter.

10 vertical lines, $1\frac{1}{2}$ in. long, $\frac{1}{2}$ in. apart,

10 " " 2 " " " "

10 " " 2 " " " "

10 horizontal lines, $1\frac{1}{2}$ in. long, $\frac{1}{2}$ in. apart.

10 horizontal lines, 2 in. long, $\frac{1}{2}$ in. apart.

10 " " 2 " " " "

10 right oblique lines, $1\frac{1}{2}$ in. long, $\frac{1}{2}$ in. apart.

10 left " " " " " "

4 combinations of 2 lines.

4 " " 3 " "

4 " " 4 " "

DESIGN IN LINES.

The course given is sufficient for the work of six or seven weeks in Intermediate or Grammar schools, provided the lessons on the board alternate with those on paper. Pupils in Primary schools will necessarily advance more slowly.

THE FIRST DAY IN SCHOOL.

BY ELLA S. SMITH, NEW BRITAIN.

Among the many perplexing questions which arise in the mind of one who is about entering upon the duties of a teacher, for the first time, is this query—"What shall I do the first day of school?" Laying aside all claim to originality, I will offer a few suggestions which may be of assistance to some one just beginning the teacher's life.

First, I would suggest that the teacher be present at the school-room, upon the first morning, at an

early hour, thirty or forty minutes before the time of commencement. There are many little matters which require attention, before a school session can be opened in the best manner, and these may receive notice during this early half hour. Attend to the order of the room, and, so far as is practical, have the furniture and apparatus in proper places, and in a neat condition. I do not mean by this that any great innovations should be made, at this time, in the school-room, but such improvements as dusting, work and arranging stray articles, which may be quietly effected.

If the school-room boasts a clock, see that this machine is in running order, and that the fingers point to the correct hour of the day. Give as neat and attractive an appearance as possible to that article of furniture, known as the teacher's desk. See that the temperature of the room is right, at about 68° Fahrenheit. Attend also to the ventilation. I would suggest that little, beyond the kindly greetings of the hour, be said to the pupils, who may come in to get a glimpse of the "new teacher." Much, however, may be observed. and some fore-warning, which is equivalent to fore-arming, may be obtained.

The quick, intelligent teacher will learn much of the character of her pupils during these thirty minutes, and this without betraying her own intentions, if she conducts herself in a quiet dignified way. For the pupils to be led to judge, from first appearances, that a teacher's primary law is order, will be no detriment to her future success.

A little before the hour of nine, call the children to their places and have quiet reign supreme, as the clock indicates the hour. Then I think it is well for a teacher, in a few appropriate words, to introduce herself to those before her, not in a lengthy address, but briefly, and to the point. I have known a few telling words, given at the commencement of school, do much towards establishing the success of a teacher. After this introduction the school may be continued, or opened, as it were, with devotional exercises. These, also, should be brief, and if possible, something in which the school may all engage. After this, take the names and ages for the register, and for the teacher's own use. One way to do this is to give to each member who can write, a slip of paper, and have him place his own name upon it; in this way the correct orthography may easily be obtained. Next a classification of some kind must be commenced. All of those who have read in a certain reader may be called forward, and, by a few sentences, their places in the reading-classes may be

determined. I would make a classification for the afternoon, not necessarily permanent, as a result of the morning's trial. Assign a lesson to these classes so that they may have something to do, and thus ward off the tendency to mischief. After calling for two or three reading classes, a recess would be an agreeable change. I think it well, that the teacher from the very first, insist upon order in the passing to and fro of pupils for recess. Tell the children, the first morning, how they should enter the room, at the close of the intermission. After the recess, continue the temporary classification. If the reading classes have been assigned, spelling classes may be called for. Pupils are easily classified in these studies, hence I mention them first. If you are sure that the pupils can sing some songs well, introduce singing as a recreation from the monotony of classifying. It seems well to close the first session with something that will be appetizing to the children, and which will be to them a foretaste of the good times coming. So I would suggest that the last fifteen minutes be spent in giving an object lesson, one in which the whole school can engage. In order that this may be done successfully, the teacher should gain by inquiry, or in some way, previous knowledge of the scholars, their wants and capacities. This lesson should be carefully prepared. An object lesson on some kinds of fruit, as an orange, or on some mineral, as granite, may be made appropriate for all, so simple that the youngest will understand, and so interesting that the oldest will be attracted.

Thus will end happily, the first session which, at the very best, will be somewhat monotonous and wearisome to both teacher and pupil.

In the afternoon, the work of the morning may be continued, making further classifications and striving to lead each pupil to feel that he has something to do for the the morrow.

The programme of the P. M. should be closed with some general exercises, in which all may engage. Some teachers take the opportunity to seat the pupils for the term, during the first day. I think it is better to allow them to take their own choice in this matter, at first, till the teacher is better acquainted and can tell who can and who cannot sit safely together. The government of a school may be much helped or hindered by the simple matter of seating, but this is a subject which may be treated separately, at some future time.

"I wish you would pay a little attention, sir," said a stage manager to a careless actor.

"Well, I am paying as little as I can," was the calm reply.

EVENINGS WITH THE STARS—No. 1.

BY WM. B. DWIGHT, NEW BRITAIN.

Many teachers, young and old, fail to recognize anything more than "glittering generalities," in the spangled dome of night. Their pupils may be expected to take the same vague, unsatisfactory glance at the brilliance overhead, and as far as they form any idea at all, of each sparkling little illuminator of the sky, to imagine it the very exemplification of the celebrated Euclidian definition of a point, that which has position, but not magnitude. A very scintillating, glorified position, to be sure, yet nothing else. And then there are so many of these wonderfully bright points, and in such confusion, that they can neither be counted nor remembered. What a strange and sparkling confusion! That is about the kind and extent of the impression made upon both teachers and scholars in many of our public schools, by our noble star-clusters. It is no material advance, whatever, beyond the "twinkle, twinkle, little star," at mamma's knee.

And yet when these teachers are walking, some quiet evening, with all this glory arching over their heads and mutely demanding their admiration, something tugging within them, seems to bring them to realize, almost as a matter of conscience, that it is not quite the thing to be so blind to all the system of this beauty; to learn, utterly unstudied, the exquisite star-pages of God's history; something tells them that they ought to take hold of the star-alphabet at once; to put these glittering letters together, syllable by syllable, word by word, till the whole story of the heavens, which the shepherds of Judea used to delight to spell out, is told.

That inward monitor is right; there is within them a capacity for a certain grandeur of thought, or conceptions of creation, which nothing can awaken like the celestial wonders. There is always just one step higher in loftiness of thought to be taken by every one who has not yet read the stars, and entered, himself, into brotherhood with the constellations.

Children and youth have natural longings to know more of the stars. They will be sure to prize as a rich gift of imperishable gold, all that their teacher may be able to reveal to them of the system overhead. In default of any such explanations, how they will rack their little brains to get matters straightened for themselves. A Huguenot tells us that he spent many of his happiest, yet most puzzled hours of childhood, in trying to reconcile the

positions and the problems of the stars. He finally got everything arranged satisfactorily, as follows: The sky is a great, dark ceiling overhead. The other side of it is the bright floor on which God's throne rests. Above it, is glory itself, filling the whole space. The stars are gimlet-holes, kindly bored in this floor of heaven, to let a few sparkling rays of the glory down to us—made by various sizes of gimlets, of course. The sun is a hole bored by some monstrous auger, and by its brightness must be very, very near to the great bright Throne itself. And the moon—what an infinite amount of trouble, that, with all its phases, gave the little Huguenot philosopher—but he triumphed over that, too, and it was as plain as—moonlight. The moon is simply another great auger hole, bored at some distance from the Throne, receiving but paler light, and its phases—why an accidental glance at the sliding of the cover over the flour-barrel revealed all that. The angels slide a circular lid backward and forward, at times, over this round opening of silver light.

We should not leave our youth too long to worry over these problems, when we can help them out. We may all learn by a little resolution—by taking a little pains—what will give to every walk on a starry night, a sense of companionship, a sense of an exalted acquaintanceship, stretching across myriads of miles, that will give us indescribable gratification. Spica will look always with kindly-comfort upon us; Lyra will put songs into our heart that were never there before; Capella, with her hand-maid, Menkalinah, just behind her, and her three link-boys in front, will step forth to greet us, as we turn up some northern lane. The Pleiades will repeat to us gently their never-ending plaint for their lost sister.

Having thus learned ourselves this new enjoyment, we can make many young hearts glad by asking our pupils to stroll forth with us in some evening walks, and to learn the sweet companionship of the stars and all their pet names, and where to look for them, as the seasons revolve.

There are those who, many times, have longed to study the constellations, but who are utterly at a loss how to go to work. They wish for some astronomical companion to point out in the heavens what their celestial chart, (because they do not know how to consult it), fails to tell them. But any intelligent person with the chart and text-book on astronomy alone, and a fair stock of patience, can master the whole system of star positions and of star movements. Then he will be conscious of a new delight, never to cease. Then will he wonder

that he could have left this lesson so long unread.

It will be the object of this little series of papers to point out to any one in the mood of star-study, an exact and detailed course by which, chart in hand, and patient at heart, he can soon acquire all that a living voice might tell him of the midnight heavens. The course suggested will also be so arranged as to be used in the instruction of a class.

MISCELLANY.

THE NEW COLLEGE FOR WOMEN.

Smith College was founded by Miss Sophia Smith of Hatfield, Massachusetts, who, in her will, bequeathed funds for the purpose, defined the object and general plan of the institution, appointed the trustees, and fixed the location at Northampton.

The object of the institution, as stated by the founder, is, the establishment and maintenance of an institution for the higher education of young women, with the design to furnish them means and facilities for education equal to those which are afforded now in colleges to young men.

The culture contemplated, and the branches of learning to be taught, are thus comprehensively defined in the will: "Sensible of what Christian religion has done for my sex, and believing that all education is for the glory of God, and the good of man, I direct that the Holy Scriptures be daily and systematically read and studied in said college; and without giving preference to any sect or denomination, all the education and all the discipline shall be pervaded by the spirit of Evangelical Christian religion. I direct, also, that higher culture in the English language and literature be given in said college; also in ancient and modern languages, in the mathematical and physical sciences; in the useful and the fine arts; in intellectual, moral and æsthetic philosophy; in natural theology; in the evidences of Christianity; in gymnastics and physical culture; in the sciences and arts which pertain to education, society, and government, and in such other studies as coming times may develop or demand for the education of women, and the progress of the race. I would have the education suited to the mental and physical wants of woman. It is not my design to render my sex any the less feminine, but to develop, as fully as may be, the powers of womanhood, and furnish women with the means of usefulness, happiness and honor, now withheld from them."

The cash funds of the college, increased by interest accruing, and by the addition of twenty-five thousand dollars raised by the town of Northampton, amount to three hundred and fifty-eight thousand dollars. The trustees are encouraged to hope that additions will be made by donations from living friends of learning and religion, which will enable them to erect suitable buildings, and establish an art-museum, without encroaching on the bequest of the founder, so that the institution will start with means adequate to realize their ideas of a college in our times.

The will of its founder expressly forbids the expenditure of more than half of her bequest in buildings, and grounds, and the trustees have no desire to repeat the too common mistake of investing the greater part of their funds in brick and mortar. But they will proceed to the erection of suitable buildings as soon as a comprehensive plan can be formed which shall unite convenience with elegance, and which will be likely to meet the future wants of the institution.

It is to be a *college*. It is the design of the trustees, as it was evidently of the founder, not to add to the number of such schools, seminaries, and academies as now exist for young ladies, but to realize completely and truly the idea of a Woman's College. They would secure to young women a culture fully equivalent to that afforded to young men by our best New England colleges, and yet differing from that as woman differs from man in her physical and mental constitution and in the sphere of active life.

The requirements for admission will be substantially the same as at Harvard, Yale, Brown, Amherst and other New England colleges, inasmuch as the high-schools and most of the academies will furnish the same preparatory instruction to both sexes.

The curriculum, occupying four years, will be settled in detail only after the most mature deliberation and consultation with the officers of instruction and other educators, and then it will be publicly announced. Some of its characteristic features, however, may be safely stated now. The study of the Latin and Greek languages will be pursued as extensively as in any other college, and with especial aim to improve the taste of the pupil, to facilitate her acquisition of other languages, and practically to promote a thorough understanding of her mother tongue. More attention will be paid in this than in other colleges, to the English language and literature, to criticism on the standard English authors, and to the writing of original essays.

Not less attention than in other colleges will be

given to modern languages, as in themselves important branches of liberal culture, but particularly as opening the treasures of modern literature, science and art. More time will be devoted than in other colleges to æsthetical study, to the principles on which the fine arts are founded, to the art of drawing and the science of perspective, to the examination of the great models of painting and statuary, to a familiar acquaintance with the works of the great musical composers and to the acquisition of great musical skill. Especial attention will be given to elocution, and the elocutionary exercises will be pursued as a means of promoting the health of the pupils, and also of improving their style of reading, singing and conversation.

While all the physical sciences will be taught so as to keep pace with the scientific and material progress of the age, particular regard will be paid to those branches, for example, chemistry, botany, anatomy, and physiology, which, although much neglected by woman hitherto, are peculiarly fitted to her nature, and indispensable for her work.

Probably less attention will be given to the higher mathematics than in our existing universities, but more to the science of mind and of ethics.

All the instruction will be pervaded by the spirit of the Christian religion. The Bible will be considered as the best classic, and the arbiter in every question of faith and practice. Those pupils who desire it will receive instruction in the Hebrew language and in the Greek of the new Testament. These studies, however, will not be pursued with any sectarian aim.

All those arts and sciences which tend directly or indirectly to qualify woman for the mission particularly appropriate to her sex, all study and training, whether physical, ethical, or social, which will fit her to exert wisely and effectively her proper influence in forming manners and morals, molding society and shaping public sentiment, will receive such attention as their relative importance demands.

As far as possible, facilities will be afforded for the pursuit of special studies, and in preparation for special professions and employments. The system of training will be such as to fit young women to become teachers and authors—teachers in our highest schools and institutions, teachers thoroughly furnished from the original sources for our Sabbath schools and mission stations, and writers not only for the daily and weekly press, but also of books. But the chief aim of Smith College will be, by a well chosen course of liberal studies, to furnish young women with that general yet appropriate

discipline of all their powers and faculties which will qualify them, in a fully developed womanhood, with a sound mind and a pure heart in a healthy body, to do the work of life for which God has made them, in any place to which in His providence they may be called.

ALEXANDRIA AND CAIRO.

Alexander and Napoleon made predictions concerning the town of Alexandria. The second said it was to be a place of the highest political and commercial importance; the first that it was to be the capital of the world. The predictions, remaining so far unverified, imply that these warriors were better at destroying towns than laying the foundation of their future greatness. Alexander was to sit on this neck of land, the warrior-god, and hold three continents in awe; and doubtless some ambitious dream of a like character passed through the mind of the modern captain when he, in turn, conquered the country. These brilliant prophecies were recorded, and the town comes down to us to-day considerably less than Cairo, and of a hybrid, unsatisfactory appearance, being neither oriental or western. Yet was the town and the country carefully handled when the first Ptolemy came down from Macedonia to take charge of its destinies. He had served as a General under Alexander, upon whose death he was made Governor of Egypt, and afterwards he made himself king. He was well fitted to deal with this people. During his rule the country reached the height of its prosperity. He extended great privileges to all who would settle in Alexandria, whether Jews or Greeks, which drew crowds to the place. Under his auspices arose the Tower of Pharos and the magnificent temple of Serapis. He founded an academy of learned men, who devoted themselves to the study of philosophy and other sciences. For their use, he made a collection of choice books, which grew under his successors to 700,000 volumes. All books that he could lay hands on were seized and copied, the transcript returned to the owner, and the original placed in the library. If these books had not been burned, the world would doubtless be wiser to-day than it is. This Ptolemy was the only good one of his race. He was simple in life and manner—borrowing his neighbors' plate when he gave a large entertainment; prudent, just, clement, and easy of access. At the time of his death, he had several countries under the dominion of Egypt—and now Egypt pays tribute to the Sultan. Ever since the

death of this wise Ptolemy, Alexandria has been declining in population and importance. His successors generally, with perhaps the exception of his son and grandson, were given to dissipation, intrigue, quarrels and cruelty.

The contemplation of the mongrel city, composed largely of Jews and of inhabitants from Mediterranean lands, is unsatisfactory, and the mind turns from it to go back to the past—to St. Mark spreading the truth of the gospel; to Origen straying from the truth, and preaching his fallacious doctrines to his too-willing hearers; to the grandeur of the ancient town with its more than a half million inhabitants, its four thousand palaces, four thousand baths, four hundred theatres, and twelve thousand shops, which all tell a wonderful story of art and luxury; to the cowardly betrayal of Pompey; to Cæsar swimming for life, holding aloft his "Commentaries;" and to Cleopatra's wonderful introduction to this Roman conqueror. Quitting the city, the traveller feels as if Alexandria were but a sham Egypt, and he sets his sails for the breeze that shall waft him to where Isis sits enthroned, even Cairo; that is, he buys a ticket and goes by rail, as prosaically as if he were on the Pennsylvania Central. The first glimpses of the Kahira, "the city of victory," are seen through the sycamores and fig-trees, with which its environs are clothed; through them here and there one sees the promise of further beauty in graceful minarets, glancing domes and tall palms, which is hardly realized on near approach, Cairo being no exception to the rule that all towns of the East look best at a distance. Still, there is enough and to spare within its walls to make a sojourn here attractive. The change from the West to the East is great, and here Oriental life finds its highest expression; in the flowing drapery and majestic movements of its inhabitants, in camels reposing in the shade of olive-trees or drinking at marble fountains, in groups of swarthy Egyptians in rich apparel, sipping coffee and smoking nargilehs, in the atmospheric effects of this remarkable climate, and the odors of the pomegranate and the orange wafted on a breeze as gentle as a maiden's whisper. On coming here, one feels like old Hafiz when he said: "Let us be crowned with roses, let us drink wine, and break up the tiresome old roof of heaven into new forms."

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In the palaces of the Viceroy, or Khedive as he is now called, are seen the signs of Eastern luxury and the material civilization of France; delicately carved and gilded chairs, covered with finest silk;

soft-tapestried divans running around the walls; beds of solid silver, covered with glittering satin, costing as much as \$15,000 each; long Eastern pipes with mouth-pieces of lightest colored amber, set with diamonds and precious stones, some of them valued at \$30,000 apiece; gold trays, plates and goblets of gold, rimmed with gems—even diamonds; silver basins to wash the hands in before a repast; low, round silver tables, a foot high, for dining; magnificent cushions to recline on in smoking or eating; little coffee-cups of solid clusters of diamonds, rubies, or emeralds; hundreds of slaves in each establishment, eunuchs, waiting women in flowing costumes; immense rooms decorated in white and gold, azure and silver, rose and lily; floors of inlaid marble, porphyry, and alabaster; constantly playing fountains, whose trickling sounds fall so agreeably on the ear in a warm country; masses of gorgeously framed mirrors. One sees in all this the French upholsterer has been at work, trying his best to blend Paris and Cairo. In the East, where everything in the household is low and flowing, the assimilation has been difficult, in spite of which the French artist has achieved a certain measure of success.

This is viceregal magnificence within. Without, again, is seen the French superstructure over the Oriental foundation, by which this ruler is governed in all his tastes. There is a French theatre and a company of French comedians, who play the style of comedy usually in vogue at the Varieties on the Boulevard Montmartre. In his theatre are two *loges gril'ées* for his four wives, where they keep the visor of the box up and look through its latticed mask, like caged birds. The place is much frequented by the higher officers of the court, who are usually well up in the French language. The ruler has forty gray Percheron horses, sent to him from France, where they were collected for him by one of the strikers of the *coup d'état*, well known for his horse proclivities. On the Shubra, which is *Tour du Lac* or the Central Park of Cairo, some of these horses may be seen almost any afternoon, under the saddle, or hitched to calashes, broughams, or other vehicles common to the Bois de Boulogne, and occasionally four of them to a *char-a-banc*, with postilions in crimson satin, fringed with gold, preceded by a French outrider. There is a race-course, constructed after the French pattern, in which the so-called reformers take a lively interest. If the Khedive gave the masses *caviare* in establishing the theatre, he presented them with *pilaf* in making a home institution of the circus. The spangled

tumbler, the bare-faced woman going through balloon hoops on horseback, the fierce savage whirling his war club on the naked steed, the cunning juggler keeping aloft his knives and oranges, the grimacing man in white and red, playing tricks on the ringmaster—these things are dear to the Egyptian heart, and men and women, spell-bound, watch the performance from the grand entry to the riding of the tricky mule.—“*The Egyptians at Home*,” in *August Galaxy*.

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We have not, however, broached this subject without having some suggestions to offer. If they should seem not available, they may at least serve as a hinge about which the opening of the discussion on this subject may turn. If they will only lead to something better, they will not have been offered in vain.

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But what is needed more, perhaps, than anything else, is to cultivate more thoroughly the "personnel" of the association, to develop a rousing *esprit de corps*. Much of its most noble influence will be lost, if its meetings are considered occasions for a few chosen somebodies to address a mass of nobodies. Every teacher must be considered *somebody*, and be made to feel that he is such. It must not be a case of the few, acting, from above, upon the many, but of the many, on one harmonious level of sympathy of work, sympathy of end and

sympathy of trials, acting and re-acting on each other. There should be, not simply formal discussions of problems, methods, and expediencies, but a mutual commingling of sympathies, a contact between the souls of the fellow-workers in this busy field. There ought to be a general desire on the part of teachers, to make the acquaintance of their fellow-laborers. Much of the inspiration of personal magnetism might thus be gained, and even new views of action suggested; for the very same principles of action take on different phases as applied by different persons of strong original bent. Under these circumstances we might look even for a genuine love towards our Association.

How many can be supposed to come to our yearly meetings from love for the organization? Few, indeed! Most come from a general interest in the proceedings, from a desire to learn something from discussions, but few or none, perhaps, because they expect to meet a band of congenial, sympathizing, living comrades in work and in battle. The associations of our army boys are held together by mutual affection—certainly not by the affection of the family, but by that peculiar but genuine tie which legitimately binds together comrades in great moral struggles. Their work is ended, but their comradeship remains. We are in *name* an association, (*ad-socii*)—a band of comrades, bound by affection—we are in *fact*, a mere convention, meeting chiefly to talk methodically on certain propositions and then, emotionless, to separate; respecting each other, to be sure, but bound together by such feeble ties, that hardly any one but our Treasurer could tell who are and who are not members, and he, only, by noticing who had attended to the little, oft-neglected ceremony of paying the fee!

Can we not hope for something more personal, sympathetic, binding; for an association more in accordance with the name, where teachers shall assemble not only to discuss, but to feel the loving grasp of the comrade hand. Where the greeting of the first day, and the "God bless you!" and the "good bye" of the last, shall mean something fervent and true! Exercises might readily be adopted, conducive to this result, as for instance—an evening devoted to mutual acquaintance and social intercourse; the official recording and narration of personal statistics regarding changes in fields of labor; the keeping of a necrology, and others of similar character. It will, of course, be objected that so many of the teachers are such mere waifs drifting carelessly into our zone, and then drifting away, making hardly a ripple in their course, that these

personal records would be impracticable. But they could be restricted to those who by some definite limit of permanency might be entitled to a place on the record. To secure a union of affection, as well as one of counsels, is worth trying for, in these, or in some better ways.

WE welcome to our columns an article by Mr. W. Woodbridge, on the subject of Teachers' Examinations. It was suggested by a previous article on the same subject, by another writer. This is as it should be. If our teachers are wide awake, the presentation of such a vital topic should not fail to call forth expressions of views and experiences which will throw light on our duty in such matters. Let others be equally prompt to give us their thoughts on the various subjects treated in our pages. Free and abundant discussion is the only way to clear aside the rubbish, and get at the simple truth. We are obliged to Mr. Woodbridge for his contribution to the discussion. We are also sincerely gratified with the estimation in which he holds the CONNECTICUT SCHOOL JOURNAL, in respect to which he uses the following words: "It is a credit and a benefit to our State, and should be in the hands of every one interested in education. Believing this, I commend it to our teachers and others as I have opportunity."

As to the question in discussion—we may say that it is one of the very foremost in practical importance. It was so recognized and treated at the last meeting of the National Teachers' Association, where it elicited earnest remarks from some of the best thinkers in that imposing body. One thing seems quite well established by this time—the utter insufficiency and unreliability of the simple examination. Its decisions too often results as follows: a poor examination often rejects one whom subsequent events prove an excellent teacher; a good examination often, very often, installs teachers in the school who only disgrace and demoralize it.

Of the first unfortunate result, much might be said, for much is known and felt. It is true not only of teachers' examinations, but of those which act the Cerberus at the gates of our collegiate and other high institutions. It is not unfrequent for one to be under a cloud on examination day, who has the "grit," and who will prove a hero in the actual work of the school and recitation room. We may mention as only one instance out of many, that of a cadet, who entered West Point, a few years ago, only by the "skin of his teeth;" only a little

extra leniency on the part of his examiners admitted him; yet before his course was half completed, he was a whole head above the rest of his class, and graduated with the reputation of being the leading mind in the whole corps.

Probably the formality of a slight examination should not be abolished. It has its uses, slight as they are. And a few incidental questions are as satisfactory to the mind of a shrewd examiner, as a great many. Nor does it make very much difference perhaps, what they are about. A few replies to almost any common sense question, will reveal much of the real soul and character, to a shrewd observer. We know a very successful physician who gets at the real condition of his "chronic" patients by a few simple questions, which seem to them very far-fetched. He is very apt to ask, for instance, about one's grand-father, his occupation, habits, &c., as if he were to prescribe for the old gentleman who is resting in his grave. But he gets what information he seeks about his patients, in some mysterious way, through these inquiries, and that is what is wanted.

The combination of actual test-work, with very simple test examinations, seems the only resort that promises satisfactory results. It has long been the practice of some Principals, to engage teachers, only after testing them in actual service. Thus, Miss Haines, so well-known as the head of one of the most celebrated young ladies' seminaries in New York City, cared nothing for either the recommendations, the diplomas, or the examinations of any applicants for teachers' positions in her school. After hearing quietly what they had to say for themselves, she took them to the class-rooms and assigned them classes; she very soon had a decided answer to give them as to their acceptability, and she never was annoyed by poor teachers.

Examiners will do well to consider these suggestions and others, as presented by those who have given special thought to this subject; they may find it best to modify greatly their mode of selecting from candidates.

ONE of our school journals is making itself very noticeable for the Germano-phobia which is affecting its columns. Hydrophobia, as we all know, is a shuddering at a perfectly harmless, and useful thing, caused by a frenzied condition of the patient. So this Germano-phobia causes this journalistic victim to be thrown into convulsive attitudes, whenever the harmless and useful examples of our Ger-

man educators are presented before it. Why, in September, it became almost convulsed; at what fearful apparition, do you suppose? Why, at a KINDERGARTEN! A gentle, child-loving KINDERGARTEN, presented to it in the little, thoughtful, instructive book, "The Child," written by an accomplished lady, made the front of this Jupiter Tonans bristle as with a lion's mane! Good, gentle Froebel! Is this the spirit in which to meet the life-long child-work of your loving heart? We positively tremble to think what might happen, should something that really has a tinge of danger in it, present itself to this doughty champion. We should expect to feel, about that time, the outer circles of an earthquake wave.

Again, in the same number of the same journal, an editorial on Compulsory Education, treats the subject not at all upon its own merits, but so evidently under the animus, throughout, of bitter hostility to what the Germans may have adopted before us, that it will overshoot its own mark. The fact that Prussia has adopted the compulsory system, seems to be enough to send this journal in full tilt against it. Fortunately, facts are so much louder than words, that the merest glance at the triumphant results of the German usages, is enough to neutralize all the volumes of such detraction, that may be devised.

We hope earnestly that our teachers will not be led away into any such ruinous surfeit of national conceit. It is our greatest danger in this thriving country. We get so puffed up to the eyes with ideas of our own smartness and greatness, that we are sometimes in much danger of reaching that height of pride, which "goeth before a fall."

There is enough that is noble, that is progressive, that is *exemplary* to the whole world, to make us honestly proud of our country; in many, possibly in most, respects we are ahead of European nations. Yet our crude and pioneer organizations have much to learn from the more thorough and more systematized organizations of Europe, though we shall always assert the rights and expediency of moulding borrowed ideas into our republican fashions. To reject an innovation, simply because it is Prussian; to set up the belief of some "strong-minded," half-educated western girl, as full authority to supersede, and overthrow the matured philosophy of Froebel; to boast that we have everything to teach, and nothing to learn—these are the craziest conceits that any teacher can put forth.

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Then, arrangements by which a larger number of teachers, coming forward indiscriminately from the ranks, could be induced to take some part,—some very simple, yet decided part if necessary—in the exercises, would much increase the interest; simply going as listeners, year after year, is far less inspiring than going as partakers in the discussions. Probably special requests largely and earnestly made to various individuals who otherwise would be silent, might be effective in bringing them forward, to the ensuring of a permanent interest on their part, and the part of their friends. There are many sensible persons who are just modest and retiring enough to keep silent; but whom a little hint, that their words and sympathies would be welcome, would develop at once.

But what is needed more, perhaps, than anything else, is to cultivate more thoroughly the "personnel" of the association, to develop a rousing *esprit de corps*. Much of its most noble influence will be lost, if its meetings are considered occasions for a few chosen somebodies to address a mass of nobodies. Every teacher must be considered *somebody*, and be made to feel that he is such. It must not be a case of the few, acting, from above, upon the many, but of the many, on one harmonious level of sympathy of work, sympathy of end and

sympathy of trials, acting and re-acting on each other. There should be, not simply formal discussions of problems, methods, and expedencies, but a mutual commingling of sympathies, a contact between the souls of the fellow-workers in this busy field. There ought to be a general desire on the part of teachers, to make the acquaintance of their fellow-laborers. Much of the inspiration of personal magnetism might thus be gained, and even new views of action suggested; for the very same principles of action take on different phases as applied by different persons of strong original bent. Under these circumstances we might look even for a genuine love towards our Association.

How many can be supposed to come to our yearly meetings from love for the organization? Few, indeed! Most come from a general interest in the proceedings, from a desire to learn something from discussions, but few or none, perhaps, because they expect to meet a band of congenial, sympathizing, living comrades in work and in battle. The associations of our army boys are held together by mutual affection—certainly not by the affection of the family, but by that peculiar but genuine tie which legitimately binds together comrades in great moral struggles. Their work is ended, but their comradeship remains. We are in *name* an association, (*ad-socii*)—a band of comrades, bound by affection—we are in *fact*, a mere convention, meeting chiefly to talk methodically on certain propositions and then, emotionless, to separate; respecting each other, to be sure, but bound together by such feeble ties, that hardly any one but our Treasurer could tell who are and who are not members, and he, only, by noticing who had attended to the little, oft-neglected ceremony of paying the fee!

Can we not hope for something more personal, sympathetic, binding; for an association more in accordance with the name, where teachers shall assemble not only to discuss, but to feel the loving grasp of the comrade hand. Where the greeting of the first day, and the "God bless you!" and the "good bye" of the last, shall mean something fervent and true! Exercises might readily be adopted, conducive to this result, as for instance—an evening devoted to mutual acquaintance and social intercourse; the official recording and narration of personal statistics regarding changes in fields of labor; the keeping of a necrology, and others of similar character. It will, of course, be objected that so many of the teachers are such mere waifs drifting carelessly into our zone, and then drifting away, making hardly a ripple in their course, that these

personal records would be impracticable. But they could be restricted to those who by some definite limit of permanency might be entitled to a place on the record. To secure a union of affection, as well one of counsels, is worth trying for, in these, or in some better ways.

WE welcome to our columns an article by Mr. W. Woodbridge, on the subject of Teachers' Examinations. It was suggested by a previous article on the same subject, by another writer. This is as it should be. If our teachers are wide awake, the presentation of such a vital topic should not fail to call forth expressions of views and experiences which will throw light on our duty in such matters. Let others be equally prompt to give us their thoughts on the various subjects treated in our pages. Free and abundant discussion is the only way to clear aside the rubbish, and get at the simple truth. We are obliged to Mr. Woodbridge for his contribution to the discussion. We are also sincerely gratified with the estimation in which he holds the CONNECTICUT SCHOOL JOURNAL, in respect to which he uses the following words: "It is a credit and a benefit to our State, and should be in the hands of every one interested in education. Believing this, I commend it to our teachers and others as I have opportunity."

As to the question in discussion—we may say that it is one of the very foremost in practical importance. It was so recognized and treated at the last meeting of the National Teachers' Association, where it elicited earnest remarks from some of the best thinkers in that imposing body. One thing seems quite well established by this time—the utter insufficiency and unreliability of the simple examination. Its decisions too often results as follows: a poor examination often rejects one whom subsequent events prove an excellent teacher; a good examination often, very often, installs teachers in the school who only disgrace and demoralize it.

Of the first unfortunate result, much might be said, for much is known and felt. It is true not only of teachers' examinations, but of those which act the Cerberus at the gates of our collegiate and other high institutions. It is not unfrequent for one to be under a cloud on examination day, who has the "grit," and who will prove a hero in the actual work of the school and recitation room. We may mention as only one instance out of many, that of a cadet, who entered West Point, a few years ago, only by the "skin of his teeth," only a little

extra leniency on the part of his examiners admitted him; yet before his course was half completed, he was a whole head above the rest of his class, and graduated with the reputation of being the leading mind in the whole corps.

Probably the formality of a slight examination should not be abolished. It has its uses, slight as they are. And a few incidental questions are as satisfactory to the mind of a shrewd examiner, as a great many. Nor does it make very much difference perhaps, what they are about. A few replies to almost any common sense question, will reveal much of the real soul and character, to a shrewd observer. We know a very successful physician who gets at the real condition of his "chronic" patients by a few simple questions, which seem to them very far-fetched. He is very apt to ask, for instance, about one's grand-father, his occupation, habits, &c., as if he were to prescribe for the old gentleman who is resting in his grave. But he gets what information he seeks about his patients, in some mysterious way, through these inquiries, and that is what is wanted.

The combination of actual test-work, with very simple test examinations, seems the only resort that promises satisfactory results. It has long been the practice of some Principals, to engage teachers, only after testing them in actual service. Thus, Miss Haines, so well-known as the head of one of the most celebrated young ladies' seminaries in New York City, cared nothing for either the recommendations, the diplomas, or the examinations of any applicants for teachers' positions in her school. After hearing quietly what they had to say for themselves, she took them to the class-rooms and assigned them classes; she very soon had a decided answer to give them as to their acceptability, and she never was annoyed by poor teachers.

Examiners will do well to consider these suggestions and others, as presented by those who have given special thought to this subject; they may find it best to modify greatly their mode of selecting from candidates.

ONE of our school journals is making itself very noticeable for the Germano-phobia which is affecting its columns. Hydrophobia, as we all know, is a shuddering at a perfectly harmless, and useful thing, caused by a frenzied condition of the patient. So this Germano-phobia causes this journalistic victim to be thrown into convulsive attitudes, whenever the harmless and useful examples of our Ger-

man educators are presented before it. Why, in September, it became almost convulsed; at what fearful apparition, do you suppose? Why, at a KINDERGARTEN! A gentle, child-loving KINDERGARTEN, presented to it in the little, thoughtful, instructive book, "The Child," written by an accomplished lady, made the front of this Jupiter Tonans bristle as with a lion's mane! Good, gentle Fröbel! Is this the spirit in which to meet the life-long child-work of your loving heart? We positively tremble to think what might happen, should something that really has a tinge of danger in it, present itself to this doughty champion. We should expect to feel, about that time, the outer circles of an earthquake wave.

Again, in the same number of the same journal, an editorial on Compulsory Education, treats the subject not at all upon its own merits, but so evidently under the animus, throughout, of bitter hostility to what the Germans may have adopted before us, that it will overshoot its own mark. The fact that Prussia has adopted the compulsory system, seems to be enough to send this journal in full tilt against it. Fortunately, facts are so much louder than words, that the merest glance at the triumphant results of the German usages, is enough to neutralize all the volumes of such detraction, that may be devised.

We hope earnestly that our teachers will not be led away into any such ruinous surfeit of national conceit. It is our greatest danger in this thriving country. We get so puffed up to the eyes with ideas of our own smartness and greatness, that we are sometimes in much danger of reaching that height of pride, which "goeth before a fall."

There is enough that is noble, that is progressive, that is *exemplary* to the whole world, to make us honestly proud of our country; in many, possibly in most, respects we are ahead of European nations. Yet our crude and pioneer organizations have much to learn from the more thorough and more systematized organizations of Europe, though we shall always assert the rights and expediency of moulding borrowed ideas into our republican fashions. To reject an innovation, simply because it is Prussian; to set up the belief of some "strong-minded," half-educated western girl, as full authority to supersede, and overthrow the matured philosophy of Fröbel; to boast that we have everything to teach, and nothing to learn—these are the craziest conceits that any teacher can put forth.

Fortunate is Connecticut in having, for its educational leader, one who could go through Europe

and return, prouder than ever, of the excellence of our home-work—of our American education—yet laden with rich things from the old world, each generously labelled with the honored name of the country whence it came.

WE think we may very properly congratulate ourselves on account of the excellent collection of articles, which we are able to present this month. Those whose love for the work and workers of to-day, is tinged with a holier grace by keeping bright the historic links that make our labors one with those of our honored predecessors, will appreciate the scholarly review by Miss A. B. Berard, of the imperishable achievements of former centuries, in school-founding.

Mr. M. Pitman favors us with a paper that will be generally read, on Heart Culture, a subject now commanding much attention among teachers.

We are sure that the series, commenced in this number, by Rev. Lucius Burleigh, giving a full history of Plainfield Academy, will prove both entertaining and a valuable addition to educational history. We hope to be able to secure similar accounts of other educational establishments in the State; this is an important work, not only for present use, but as a matter of permanent record.

Mr. W. Woodbridge's article on Teachers' Examinations, we have noticed above.

In our Young Teachers' Department will be found four articles of such authorship and nature as will ensure their being of much practical value to young teachers.

A Few First Steps in Drawing, by Miss Celestia D. Browning, of the State Normal School, is the first of a series, by one whose natural gifts and whose training, both enable her to give the most valuable instructions.

The paper on The First Day in School, by Miss Ella S. Smith, also of the Normal School, will speak for itself. Those who have read Miss Smith's former articles in this journal, will need no invitation to peruse this one.

Mr. Leverett L. Camp, of New Haven, gives us the first of a series on Monitors. Mr. Camp is an acknowledged master of this subject, and we shall all prize this series.

Prof. W. B. Dwight, Associate Principal of the Normal School, commences, in this number, a series on star study, entitled Evenings with the Stars. This subject has been taken up to meet the desires of many teachers, who would fain know the stars more intelligently, and make their pupils ac-

quainted with them. Its suggestions are derived from actual experience with classes in celestial observations. Teachers can readily supply themselves with astronomical charts and the accompanying books, and then find themselves much at a loss in trying to use the charts in actual observation. This series is intended to supply the many little practical suggestions in this direction, which our text-books are quite too high-toned to contribute.

ANNALS OF EDUCATION.

NEW HAVEN.

THE HILLHOUSE HIGH SCHOOL.—The cornerstone of the High School building was laid with appropriate ceremonies, on Wednesday afternoon, October 4, 1871. The order of exercises on the occasion was as follows:

1. Music, by Felsburg's Orchestra.
 2. Introductory Remarks, by Hon. L. W. Sperry, President of the Board of Education.
 3. Hymn, from Oland Bourne.
 4. Address, by President Porter, of Yale College.
 5. Hymn, by Teutonia Mænner Chor.
 6. Laying Corner Stone, with an address by Hon. James E. English.
 7. Hymn, by Teutonia Mænner Chor.
 8. Brief Addresses, by Hon. James F. Babcock and John E. Lovell, Esq.
 9. Hymn, written for the occasion.
 10. Prayer, by Rev. Dr. Bacon.
- Doxology—*Old Hundred*.

The edifice was so nearly completed that the School was formally opened on Monday afternoon, September 2, 1872. The following programme of exercises indicates the character of the proceedings:

1. Music, Tannhauser Fantasie. E. A. Parsons.
2. Prayer, by Rev. Dr. Beardsley.
3. Dedication Song, by Pupils of the High School. Written for the occasion.
4. Introductory Address, by Hon. L. W. Sperry, President of the Board of Education.
5. Music, Overture, L'Italiana in Algieri, by Felsburg's Orchestra.
6. Address by Rev. B. G. Northrop, Secretary of the State Board of Education.
7. Music, "Gently Fall the Dews of Eve," by the Pupils of the High School.
8. Remarks by Prof. Cyrus Northrop, of Yale College.

9. Music, O'Isis and Osiris. Teutonian Mænner Chor.

10. Brief Addresses by Lieut. Gov. Tyler and Ex-Gov. English.

11. Music, "It is the Lord's own day," Teutonia Mænner Chor.

12. Presentation to John E. Lovell, from the members and officers of the Board, of a cane made from a rafter of the old Lancasterian School House, by Hon. E. K. Foster, with reply from Mr. Lovell.

13. Music, "Life a Dream," Felsburgh's Orchestra.

14. Presentation of Diplomas to the Graduating class of 1872.

15. Parting Hymn, by the Graduating class and scholars of the High School.

16. Prayer and Benediction.

The amount appropriated by the District, for the erection of the building, was one hundred thousand dollars. Completed and equipped, the cost will not exceed that sum.

The house contains seven school rooms and five recitation rooms, designed to furnish seating accommodations for four hundred pupils. The school has been organized, and opens with the full number of pupils and a corps of twelve teachers.

In the JOURNAL for next month, our readers may expect to find a description of the building, illustrated with a cut of the same, and plans of the different floors.

HARTFORD.

The South District in Hartford, at its last annual meeting, recently held, passed a vote instructing the committee to furnish all the school-books needed, at the expense of the district. This is regarded by the people as a step in the right direction. A writer in a late Hartford paper says: "The South District has surely taken a step in advance, and this example will no doubt be followed by all the districts of the town, and sooner or later throughout the State.

We are quite sure it must everywhere receive the hearty approval of parents, pupils and teachers, and all the friends of Education."

THOMASTON.

It is stated that the new high school building in this village will cost some \$10,000. It is to be two stories high, and is to be adorned with a tower, eighty-five feet in height.

ENFIELD.

Enfield seems wide awake in Educational matters. One of the Hartford papers lately published the following cheering item of news from that town: "The board of education and selectmen of Enfield, at the next town meeting, will ask for an appropriation of \$12,500 for the support of schools. The former appropriations have been \$9,000 and \$10,500. It is also proposed that the town shall pay for 36 weeks' schooling, which is all the law allows, although it requires but 30 weeks for the larger and 24 weeks for the smaller districts.

NORWICH.

The report presented at the late Annual meeting of the Central District in this city, shows that the different schools in the District are in a high state of prosperity. Our genial *confrère*, N. H. Whittemore, is principal of the Broadway school, and has, during the last term, with the efficient aid of his accomplished assistants, succeeded in securing an average attendance of pupils, which is somewhat remarkable.

We quote below some statements from this report, which must be very gratifying to all belonging to the District, and which our readers cannot fail to find interesting. The Board of Education say: "We have secured the services of an efficient teacher who will make music a speciality, teaching the same system used in the public schools of Boston; and we may soon expect to hear in our schools, music of a higher grade than heretofore. The children will be taught to read music as readily as they now read their letters, thus enabling them to sing with the understanding as well as with the heart.

A competitive examination for positions as teachers was held on the 26th of August, when nine candidates presented themselves, four of whom were accepted, and two were selected to fill vacancies, caused by illness and resignation of former teachers.

The schools are now in a very prosperous condition; the buildings in excellent order; and the coming year promises to be one of unusual interest and success.

The parents have evinced a greater degree of interest during the past year, and we would urge upon them the importance of continuing their visits to the schools during the coming year; thereby aiding the teachers, making the schools of our district in the future, as they have been in the past, among the best in the State.

SCOTCH EDUCATION.

The Scottish National Education Association for combined secular and religious instruction, has issued a statement of its views. The basis adopted by the association is as follows: 1. That no system of National Education will be satisfactory, which authorizes the application of the public money, either by government grants or by local rates, towards teaching the theological tenets of any religious sect. 2. That, therefore, the state and the school-boards should make provision only for the secular instruction, which all children may receive in common; and that, in the religious teaching itself, the care and responsibility of theological instruction should be left to parents and church organizations, to be provided by separate arrangements.

BOOK NOTICES.

• ALLEN AND GREENOUGH'S LATIN GRAMMAR.*—

This manual is, to our thinking, the nearest approximation extant to the Ideal Latin Grammar. The authors have composed the work from an original point of view, and seem to have succeeded in judiciously blending that which is best in the older scholastic authorities, with the improvements of the "newer critical and scientific schools." We venture the assertion, that the student of Latin can nowhere else find so satisfying an utilization of the best results of modern philological research as this treatise contains. It savors throughout of ripe scholarship, and is characterized by an excellent common-sense arrangement and treatment of topics. It is most commendably concise, and yet sufficiently full,—and remarkably clear,—in the presentation of the principles of the Latin language. The work aims to be complete, and we believe that it will be found, when put to the test, to furnish all that is essential, in its line, for the thorough study of Latin from the time this branch is taken up, till the end of a college course. It is a Latin Grammar for the times, and to the classical teachers of our state we would say, that this Grammar seems to us worthy to be made the *Vade Mecum* of the coming generation of Latin students.

* *A Latin Grammar for Schools and Colleges*—founded on Comparative Grammars, by Joseph H. Allen and James B. Greenough, Boston. Published by Ginn Brothers, 1872.

A volume of Latin lessons to accompany the above, prepared by Principal Leighton, of the Melrose, (Massachusetts), High School, and published by Ginn Brothers, has been received, but will hardly

need at our hands any further notices than the statement here, that we find it an ably written, beautifully printed and tastefully bound work, and a worthy companion of "Allen and Greenough."

AN ELEMENTARY GEOMETRY AND TRIGONOMETRY.*—We consider this an elegant addition to our mathematical text-books. Though prepared by Mr. Bradbury, it is one of Eaton's Series of Mathematics. It contains five books of theorems, comprising eighty-one propositions. To each of these are appended, for the sake of increasing materially the pupil's apprehension of the principles of Geometry, theorems for original demonstration. There is also a sixth book, containing problems of construction, and problems to be originally solved.

The remaining pages are occupied with a succinct treatise on the essential principles of plane Trigonometry, followed by fourteen pages of application of these principles, to measurements of heights, distances and determination of areas.

The main object of this new treatise is, to furnish a text-book comprising all the essentials, but as concise as possible. For this reason all Geometrical theorems not bearing directly upon subsequent propositions are omitted; this arrangement does not however involve the omission of a single one considered important. The definitions are very brief and very sensible. As a whole, this is a most scholarly and excellent presentation of the subject for school purposes, and the book is one which we are sure teachers will "delight to honor."

* *An Elementary Geometry and Trigonometry*, by William F. Bradbury, A. M. Published by Thompson, Bigelow and Brown, Boston.

A PRACTICAL COURSE WITH THE GERMAN LANGUAGE.*—This is a new and in some respects improved edition of an old and well-approved work. The system used is identical in its essential features with that used in the very popular Fasquelle's course in French. There is a series of strictly progressive lessons; these contain instructions in grammatical principles and idiomatic usages, vocabularies of German words, examples, and extensive exercises, both in German and in English. After a thorough progressive drill in this way, there follows a course of Reading lessons embracing in epitome, a history of the German nation, with an adequate vocabulary. This work is finely printed and cannot easily be excelled in its adaptation to the wants of our students in German.

* *A Practical Course with the German Language*, by W. H. Woodbury, A. M. Published by Ivison, Blakeman, Taylor & Co.

MISUNDERSTOOD.*—A charming English story, not sensational, yet full of deep and tender interest for old or young readers, and calculated to give us a new insight into child life, and lead us to a more just and reverential appreciation of the human soul Divine, as it exists in the ever-active forms of the restless and impatient Humphreys and Charlies, all about us, who are too often and fatally "misunderstood."

* *Misunderstood*, by Florence Montgomery, New York; A. D. F. Randolph & Co.

HAGAR'S ARITHMETICS, published by Cowperthwait & Co., Philadelphia, are being rapidly introduced in schools throughout the country. They have been adopted at Meriden, and at several other larger places in this state. The publishers sold over 75,000 copies during the first year of their issue, which is probably a larger sale than any books of their class ever secured before in so short a time.

JAMES R. OSGOOD & Co., Boston, have just published a work, entitled *Art Education, Scholastic and Industrial*, by Walter Smith, Art Master, London; late Head Master of the Leeds School of Art and Science and Training School for Art Teachers; now Professor of Art Education in the City of Boston Normal School of Art, and State Director of Art Education, Massachusetts. Mr. Smith's work contains chapters on the first principles of Industrial Art; upon Design, Surface Decoration, Relief Ornament, Modeling, Casting and Carving, Architectural Enrichments, Symbolism in Art and Architecture; upon Art Education in the Common Schools, Schools of Art and Industrial Drawing; a description and comparison of French, English, and German methods of Industrial Art Study. It also includes chapters on designing, fitting, lighting, and furnishing with examples, schools of art and industrial drawing-classes. The book is illustrated with plans, sections, and elevations of schools of art and art institutions of America and England; original designs for schools; sketches of fitting, modes of lighting and seating class-rooms for art study, etc., together with illustrations of choice specimens of antique house-furniture, glassware, and porcelain, colored plates of tiled and wood parquetry, a diagram of color, etc. The volume has also several Appendices, containing lists of examples for Art Study, their cost, and where they may be obtained, examples of examination-papers for various grades of Art Study, programmes of several European Schools of Art, and Methods of Study. The publishers very justly say that this work is of a thorough and comprehensive character, and has admirable fitness to deepen and direct the popular interest already existing in Art and Art Study, and that the high reputation of the author as an art master, who has planned and furnished many schools of art, is a sufficient

guaranty of the scientific accuracy and the practical usefulness of the work.

There are properly two distinct tasks undertaken by Mr. Smith, one to give information about art teaching and art schools, the other to lay down principles of industrial art, calculated to introduce better art into our manufactures. It is, however, a very suitable combination, which thus brings together in a single work the ideal and the practical aspects of art, and shows the path of beauty not alone to the artist but to the artisan. And a peculiar excellence of the work throughout is that the author writes from a full mind, and enriches his instruction at every step with fruits of culture which make his pages readable and attractive to any cultivated or intelligent person. A very wide field of facts is surveyed, and a great amount of technical instruction given, but nowhere is it merely technical, or without constant sources of satisfaction to the common reader. It would be difficult to make a volume more happily adapted to present the various claims of art study to a public such as ours is.

WE are requested by Messrs. Eldredge and Brother, No. 17 North Seventh Street, Philadelphia, to say that if there is any School Superintendent in this state who has not examined Hart's First Lessons in Composition, a copy will be sent for examination, without charge, by making application to the above address.

PERIODICALS.

LITTELL'S LIVING AGE.—Number 1478 of *Littell's Living Age*, for Oct. 5, begins volume one hundred and fifteen of that weekly eclectic magazine, and is therefore a good one with which to begin a subscription. It contains The Stuarts at St. Germain's, from the *Edinburgh Review*; A voyage to the Ringed Planet, *Cornhill Magazine*; Domestic Life and Economy in France, *Fraser's Magazine*; The Press-Gag in Russia, *Spectator*; Italy, *Saturday Review*; etc., besides an instalment of a story of unusual interest—"The Burgomaster's Family"—translated from the Dutch by Sir John Shaw Lefevre, which is highly praised by the principal Dutch literary periodicals and by leading English papers. New subscribers beginning with this number will receive two previous numbers, containing the first chapters of this story, *gratis*.

The preceding number for Sep. 28, contained, besides an instalment of the above story, the following noteworthy articles: Researches on Life and Disease, from the *Edinburgh Review*; Development

in Dress, *Macmillan's Magazine*; An Episode in the Trial of the Earl of Stafford, *Athenæum*; and an instalment of "Off the Skellings," by Jean Ingelow.

THE AMERICAN ATHENÆUM.—We have before us number one of this new weekly, devoted to Literature, the Fine Arts, Music and the Drama. It is edited by Mr. John Frazer, well known for his long connection with leading English Journals, and as Deputy Professor of English Literature and Language in the University of Glasgow. J. Bartlett Cooke is the Publisher; a lady of high literary culture, whose name, however, does not appear in its prospectus, is associated with Mr. Cooke in the proprietorship of this Magazine. It is intended to meet those wants of our literary communities in the social, genial discussion of co-temporary events of literary or aesthetic interest, which are not otherwise met in our country, except in a measure by the "Nation." Arrangements have been made to secure a regular foreign correspondence, which is ably commenced in this number. This enterprise deserves, and will doubtless secure, the cordial patronage of the educated of our country.

PERSONAL.

Secretary Northrop cannot but feel somewhat annoyed at the false position in which he is placed before the public by the newspapers, in respect to the commissionership of education in Japan. He has not yet "formally accepted" any invitation to go to Japan as Commissioner of Education, though it is still, as much as ever, his expectation to go. Shortly after his return from Europe, Mr. Northrop received through Minister Mori, at Washington, a proposition in writing that he should become the head of a Department of Public Instruction in the Japanese empire. He consented to entertain this proposition, and the understanding has all along been that his attitude in this matter was simply one of readiness to accept, when the full time for inaugurating the work to which he has been called, shall have come. To insure success in this work there must be preparation for it in Japan. It was thought that this preparation could be best made by circulating throughout the Japanese empire the paper on "The American System of Public Instruction," which has been printed in so many of our newspapers lately, Mr. Mori's book on "Life

and Progress in America," and other documents of like tenor. In accordance with Mr. Northrop's desire, no binding contract has yet been made, as it is his wish that the Japanese government should feel perfectly free to select some other man for this great work, should they find, either in this country or Europe, one who should seem to them better fitted than himself for it. His desire is more that Japan should secure the right man, than that he should succeed in advancing his own personal interests by attaining a high position in that country.

Since the acceptance by Prof. Daniel C. Gilman, of the Presidency of California University, earnest inquiries have been heard as to the proper man to be his successor in the vacated chair of history and physical geography at the Yale Scientific School. The right man seems to have been already secured, in General Francis A. Walker, son of Hon. Amasa Walker, the well-known writer on Political Science. This gentleman is of undoubtedly eminent attainments. He has particularly distinguished himself recently by his unusually skillful handling of the intricate and laborious task of collecting and publishing the U. S. Census for 1870. The methods adopted for this work, in former years, have been severely criticized and justly censured. General Walker carried through the work in a rapid and thorough way which has won him well-earned laurels. During this work he also managed for the time, the office of Commissioner of Indian affairs, with an honesty and efficiency rarely found in that much abused office. There is every reason to anticipate the highest success from him in this new and important position. Yale is to be congratulated in the choice.

Prof. R. G. Hibbard, the Elocutionist, commences at Hartford, on the evening of the ninth of October, his public Readings for the present season. In filling his engagements for the fall and winter, he will visit nearly all parts of Connecticut, and also some of the prominent places in the states of New York and Massachusetts. In many a Lyceum course the Professor furnishes one of the richest evenings, and, in our view, lecture committees cannot do a wiser thing than to secure him as one of their "stars."

Mr. John H. Peck, Principal of the High School, New Britain, has returned from his summer tour abroad, with improved health, and is again at his post in teaching. His arrival home caused many a face among his numerous friends and attached pupils to beam with welcome. The recreation of foreign

travel promises to make his career as a teacher, so successful hitherto, one of enhanced usefulness in the future, and we wish to congratulate him on the happy auspices under which he resumes his chosen work this autumn. Mr. Peck has given us some encouragement to hope that we may soon be able to present our readers something from his pen.

Miss Mary E. Rand, formerly a pupil in the State Normal School at New Britain, has been appointed Principal of the High School in Unionville, this State, at a salary of \$800. She succeeds in this position, Mr. C. H. Hamlin, a recent graduate of Yale.

Inquiries are frequently made as to the proportion of the late graduates of the Normal School, who are carrying out the intentions of their training in actual teaching. We have, therefore, drawn up the following list, giving the locations of the different members of the last graduating class, as far as our information goes. Concerning a few of the members, we are not yet informed. The class numbered twenty-six at graduation :

Miss Elizabeth M. Alexander, assistant teacher in the primary department of a graded school at Auburn N. Y., which place is now her home, her parents having removed thither, while she was a member of the Normal School.

Miss Fannie A. Ayer, Primary School, Plainville, Conn.

Miss Edna J. Ely is carrying out her studies still further at Vassar College, having rejected some good offers to teach, that she might prepare herself the more completely for her work, especially for giving musical instruction.

Miss Lizzie G. Ives, Second Primary Department, Hazardville.

Miss Lois O. Jackson, Beaver Brook School, Danbury.

Miss Jennie E. Law, Third Primary Department, Burritt School, New Britain.

Miss Jennie E. Merriman, assistant teacher, Academy, Southington.

Miss Ella F. Pilgrim, Primary School, South Windham.

Miss E. Jennie Platt, first primary, Burritt School, New Britain.

Miss Mary G. Sage, assistant principal, Graded School, Collinsville.

Miss Birdie L. Stanton, District School, Norwich.

Misses Calista A. Dean and S. H. Medbury have been teaching in Ansonia, but we are informed that they have both made some change.

Other members of this class have schools in prospect, if, indeed, they have not already assumed them.

Of some members of the last year's Normal class, we have the following items :

Miss Ella Z. Blatchley, Principal of the Grammar School, Forrestville, succeeding Mrs. Reynolds.

Miss Rebecca M. Northrop is, this year, assistant at the Centre School, Norwalk.

Mr. Livingston C. Lord continues to conduct the High School at Terryville with much acceptance.

Professor I. N. Carleton, the Principal of the Normal School, is constantly in receipt of more applications for teachers, for eligible positions, than he can possibly fill.

— — — — — FACETIAE. — — — — —

A man of portly size was traveling by diligence from Macon to Chalons, he made the following complaint to his fellow passengers: I am a fat man, said he, and require much room. I sent the rascally garcon from the hotel to book two places for me. When I came to the office, I found he had booked one seat for me in the inside and one on the outside! He had not yet solved the problem of filling his two seats.

A good lady of our acquaintance, not overburdened with a surplus of worldly knowledge had the good fortune to find herself in Venice last year, and with a party of friends fairly embarked on the famous canals in a gondola. "How delightful!" exclaimed she in rapture, "how delightful to be at last inside of a gondolier!"

"Hawaiian Fun-Beams," in the *Overland* for October, contains the following: An English-speaking foreigner, having been invited by the missionary-pastor of one of the largest churches on the [Sandwich Islands] to address the great assembly of worshipers, somewhat playfully illustrated the awkward attempts at religious progress, which some of them might be making, by the old story of the boy in America, who in winter was late at school, and who, on being called to account for his tardiness, said it was so very slippery that every time he stepped forward one step he slipped back two. On being asked how, then, he could get there at all, he quietly replied, "I should not, only I happened to think, and turned round and tried to go the other way."

During the subsequent week, a composition was read by a hopeful young Hawaiian, in a school for teaching natives English. The following literal extract from that document is so superlatively funny that the reader can have no difficulty in seeing where the laugh comes in.

"Much I could go same that boy which the minister recite the last sabbath, were going to school, and snow spread on the ground, that boy could go fast. Then he turn his back forward and he go fast quick he can because only rison he going so, when he going just same before one step forward, then he slip two steps backward, he going same way. He thought he could go faster, that what is he turn *his backward* before and how quick he go as well as he going front."

NOTICES.

A WORD TO PUBLISHERS AND TO OUR EXCHANGES.—It will be a great accommodation to the Managing editors of this JOURNAL if publishers, when sending books to be noticed, and *all* of our exchanges, in forwarding their publications, will see to it that they direct to NEW BRITAIN, CONN., and not to New Haven. Will all interested please notice that though the SCHOOL JOURNAL is published in New Haven, the office of the editors is in New Britain?

Errata.—On page 291, for "work and arranging stray articles, &c." read, "dusting and arranging stray articles, work which may be quietly effected."

For "some kinds of fruit, as an orange," read "some kind of fruit, as an orange."

STATE TEACHERS' ASSOCIATION.

The Twenty-sixth Annual Meeting of the Connecticut State Teachers' Association will be held in Bridgeport, October 17 and 18, 1872.

PROGRAMME :

Thursday, October 17.

7 o'clock, P. M.—Opening exercises and transaction of business.

7.30 P. M.—Lecture by Prof. M. T. Brown, of Boston. *Subject*: Charles Dickens as a reader.

8.30 P. M.—Reading by Prof. R. G. Hibbard, of Wesleyan University.

Friday, October 18.

9 A. M.—Opening exercises.

9.15 A. M.—A paper by M. Pitman, Principal of the

Woolsey School, New Haven, on "Practical *versus* Theoretical Grammar," to be followed by discussion of the subject.

10.15 A. M.—Discussion. *Subject*: What Proportion of Teachers should be Ladies, and how ought their Salaries to compare with those of Gentlemen?

11 A. M.—Principal Carleton, of the State Normal School, will open the discussion of the question "Is it unwise for teachers to make a practice of detaining pupils after school-hours, for study or as a punishment?"

12 M.—Election of officers, reports of committees and general business.

2 P. M.—Discussions to be opened by A. Morse, of Hartford. *Subject*: "Promotions of pupils from grade to grade."

3 P. M.—Discussions of one or more of the following subjects:

Compulsory education, and the new school laws.

Morals, habits and manners.

Place, utility and methods of school examinations.

Results to be reasonably expected from district schools.

Professional training for teachers.

Amount, subjects and results of oral and object teaching in district and graded schools.

3.45 P. M.—Superintendent A. Parish, of New Haven, will open the discussion of the following subject: "The relations and mutual duties of parents and teachers."

7 P. M.—Reports from counties and short addresses.

8.15 P. M.—Reading by Prof. M. T. Brown.

Arrangements for FREE RETURN TICKETS, to members paying the full fare one way, have been made with the following railroads: Naugatuck, Housatonic, Danbury and Norwalk, Air Line, Connecticut Valley, Norwich and Worcester, New Haven, Derby and Ansonia—and probably the New London Northern Road, though no definite decision has yet been attained with the latter.

The consolidated New York Railroad (which now includes the New Haven and New York, New Haven, Hartford and Springfield, and Shore Line Railroads), will sell excursion tickets with coupons for one fare—the coupons, to receive the signature of the Secretary of the Association to make them valid.

Members of the Association will be entertained at Bridgeport Hotels at the following rates:

Sterling Hotel, regular price, \$3.00—to members, \$2.50
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City " (European plan)

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School officers and friends of education, as well as teachers, are cordially invited to be present and participate in the exercises.

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From J. B. CHASE, Instructor in Mathematics, Russell's Collegiate Home Institute, New Haven: After a careful examination of Greenleaf's "New Elementary Algebra," in Greenleaf's Series of Mathematical Text-books, I feel that it would be faint praise to say that I merely approve it; I am so well pleased with it that I have adopted it as one of our standard text-books. The more I have become acquainted with it, the more have I found in it to commend, and it gives me pleasure to heartily recommend it as a text-book *far in advance* of any which I have hitherto seen for imparting the rudiments of the important branch on which it treats. It gives me pleasure to state that we use Greenleaf's entire Series of Mathematics, and that, as a series, I consider them unsurpassed by any now in use.

From ISAAC N. CARLETON, Principal State Normal School, Connecticut: At the opening of our school we adopted Greenleaf's "New Elementary Algebra" as one of our text-books, and thus far we are more than satisfied with it. It bears the test of daily use in the recitation room. Our pupils *enjoy* the book. Its philosophical arrangement, its clear and concise statement of principles, and its well-chosen problems render this the most perfect work of the kind with which I am acquainted.

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